

# Appendix

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# What Is an Appendix?

An appendix is the additional material you often find at the end of books. The following information will help you learn how to use the Appendix in *Journey Across Time: The Early Ages*.

## SkillBuilder Handbook

The SkillBuilder Handbook offers you information and practice using critical thinking and social studies skills. Mastering these skills will help you in all your courses.

## Standardized Test Preparation

The skills you need to do well on standardized tests are practiced in the **Standardized Test Practice** section of this Appendix.

## Primary Sources Library

The Primary Sources Library provides additional first-person accounts of historical events. Primary sources are often narratives by a person who actually experienced what is being described.

## Suggested Readings

The Suggested Readings list suggests the titles of fiction and non-fiction books you might be interested in reading. These books deal with the same topics that are covered in each chapter.

## Glossary

The Glossary is a list of important or difficult terms found in a textbook. Since words sometimes have other meanings, you may wish to consult a dictionary to find other uses for the term. The glossary gives a definition of each term as it is used in the book. The glossary also includes page numbers telling you where in the textbook the term is used.

## The Spanish Glossary

The Spanish Glossary contains everything that an English glossary does, but it is written in Spanish. A Spanish glossary is especially

important to bilingual students, or those Spanish-speaking students who are learning the English language.

## Gazetteer

The Gazetteer (GA•zuh•TIHR) is a geographical dictionary. It lists some of the largest countries, cities, and several important geographic features. Each entry also includes a page number telling where this place is talked about in your textbook.

## Index

The Index is an alphabetical listing that includes the subjects of the book and the page numbers where those subjects can be found. The index in this book also lets you know that certain pages contain maps, graphs, photos, or paintings about the subject.

## Acknowledgements and Photo Credits

This section lists photo credits and/or literary credits for the book. You can look at this section to find out where the publisher obtained the permission to use a photograph or to use excerpts from other books.

## Test Yourself

*Find the answers to these questions by using the Appendix on the following pages.*

1. What does **dynasty** mean?
2. What is the topic of the first Unit 3 Primary Source reading?
3. On what page can I find out about Julius Caesar?
4. Where exactly is Rome located?
5. What is one of the Suggested Readings for Unit 3?

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# Finding the Main Idea

## Why Learn This Skill?

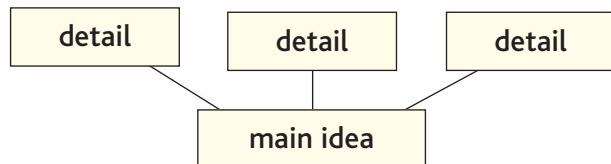
Understanding the main idea allows you to grasp the whole picture and get an overall understanding of what you are reading. Historical details, such as names, dates, and events, are easier to remember when they are connected to a main idea.

## 1 Learning the Skill

Follow these steps when trying to find the main idea:

- Read the material and ask, “Why was this written? What is its purpose?”
- Read the first sentence of the first paragraph. The main idea of a paragraph is often found in the topic sentence. The main idea of a large section of text is often found in a topic paragraph.
- Identify details that support the main ideas.
- Keep the main idea clearly in your mind as you read.

Cultural diffusion has increased as a result of technology. Cultural diffusion is the process by which a culture spreads its knowledge and skills from one area to another. Years ago, trade—the way people shared goods and ideas—resulted in cultural diffusion. Today communication technology, such as television and the Internet, links people throughout the world.



1. What is the main idea of this paragraph?
2. What are some details that support that main idea?
3. Practice the skill by reading three paragraphs in your textbook and identifying their main ideas.
4. Do you agree or disagree with the main idea presented above? Explain.

## 2 Practicing the Skill

Read the paragraph in the next column that describes how the culture of the world is changing. Answer the questions, and then complete the activity that follows. If you have trouble, use the graphic organizer to help you.

## 3 Applying the Skill

Bring a newspaper or magazine to class. With a partner, identify the main ideas in three different articles. Then describe how other sentences or paragraphs in the article support the main idea.

# Taking Notes and Outlining

## Why Learn This Skill?

If you asked someone for his or her phone number or e-mail address, how would you best remember it? Most people would write it down. Making a note of it helps you remember. The same is true for remembering what you read in a textbook.

## 1 Learning the Skill

Taking notes as you read your textbook will help you remember the information. As you read, identify and summarize the main ideas and details and write them in your notes. Do not copy material directly from the text.

Using note cards—that you can reorder later—can also help. First write the main topic or main idea at the top of the note card. Then write the details that support or describe that topic. Number the cards to help you keep them in order.

### Schools in the Middle Ages

- Catholic church set up cathedral schools.
  
- Only sons of nobles could go to these schools.

(3)

You also may find it helpful to use an outline when writing notes. Outlining can help you organize your notes in a clear and orderly way.

First read the material to identify the main ideas. In this textbook, section headings and subheadings provide clues to the main ideas. Supporting details can then be placed under each heading. Each level of an outline must contain at least two items. The basic pattern for outlines is as follows:

### Main Topic

- I. First idea or item
- II. Second idea or item
  - A. first detail
  - B. second detail
    1. subdetail
    2. subdetail
- III. Third idea or item
  - A. first detail
  - B. second detail

## 2 Practicing the Skill

Look back at Chapter 2, Section 1. Outline the main ideas of the section as shown above.

## 3 Applying the Skill

Use the outline that you created in step 2 to write a paragraph with a main idea and at least three supporting details.

# Reading a Time Line

## Why Learn This Skill?

Have you ever had to remember events and their dates in the order in which they happened? A time line is an easy way to make sense of the flow of dates and events. It is a simple diagram that shows how dates and events relate to one another. On most time lines, years are evenly spaced. Events on time lines are placed beside the date they occurred.

## 1 Learning the Skill

To read a time line, follow these steps:

- Find the dates on the opposite ends of the time line. They show the period of time that the time line covers.
- Note the equal spacing between dates on the time line.
- Study the order of events.
- Look to see how the events relate to each other.

## 2 Practicing the Skill

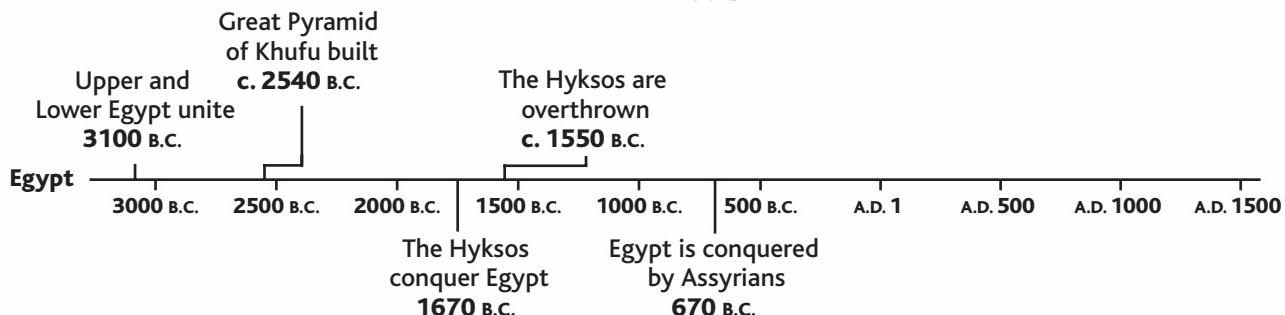
Examine the time line below. It shows major events in the history of early Egypt. Then answer the questions and complete the activity that follows.

1. When does the time line begin? When does it end?
2. What major event happened around 1550 B.C.?
3. How long did the Hyksos rule Egypt?
4. What happened to Egypt around 1670 B.C.?

## 3 Applying the Skill

List 10 key events found in Unit 1 and the dates on which these events took place. Write the events in the order in which they occurred on a time line.

### Ancient Egypt



# Sequencing and Categorizing Information

## Why Learn This Skill?

*Sequencing* means placing facts in the order in which they happened. *Categorizing* means organizing information into groups of related facts and ideas. Both actions help you deal with large quantities of information in an understandable way.

## 1 Learning the Skill

Follow these steps to learn sequencing and categorizing skills:

- Look for dates or clue words that provide you with a chronological order: *in 2004, the late 1990s, first, then, finally, after the Great Depression*, and so on.
- Sequencing can be seen in unit and chapter time lines or on graphs where information covers several years.
- If the sequence of events is not important, you may want to categorize the information instead. To categorize information, look for topics and facts that are grouped together or have similar characteristics. If the information is about farming, one category might be *tools of farming*.
- List these categories, or characteristics, as the headings on a chart.
- As you read, look for details. Fill in these details under the proper categories on the chart.

## 2 Practicing the Skill

Read the paragraph below and then answer the questions that follow.

Buddhism started in India about 500 B.C. but was mostly driven out by 300 B.C. The religion of Islam also influenced India's history. In the A.D. 700s, Muslims from southwest Asia brought Islam to India. In the 1500s, they founded the Mogul empire and ruled India for the next 200 years.

1. What information can be organized by sequencing?
2. What categories can you use to organize the information? What facts could be placed under each category?

## 3 Applying the Skill

Look at the Geographic Dictionary on pages GH14 and GH15. Record any terms that would fit into the category "bodies of water." Also, find two newspaper or magazine articles about an important local issue. Sequence or categorize the information on note cards or in a chart.

# Recognizing Point of View

## Why Learn This Skill?

If you say, “Cats make better pets than dogs,” you are expressing a point of view. You are giving your personal opinion. Knowing when someone is giving you his or her personal point of view can help you judge the truth of what is being said.

## 1 Learning the Skill

Most people have feelings and ideas that affect their point of view. A person’s point of view is often influenced by his or her age, background, or position in a situation.

To recognize point of view, follow these steps:

- Identify the speaker or writer and examine his or her views on an issue. Think about his or her position in life and relationship to the issue.
- Look for language that shows an emotion or an opinion. Look for words such as *all, never, best, worst, might, or should*.
- Examine the speech or writing for imbalances. Does it have only one viewpoint? Does it fail to provide equal coverage of other viewpoints?
- Identify statements of fact. Factual statements usually answer the *Who? What? When? and Where?* questions.
- Determine how the person’s point of view is reflected in his or her statements or writing.

## 2 Practicing the Skill

Read the following statement about wildlife in Africa, and answer the questions below.

Mountain gorillas live in the misty mountain forests of East Africa. Logging and mining, however, are destroying the forests. Unless the forests are protected, all of the gorillas will lose their homes and disappear forever. As a concerned African naturalist, I must emphasize that this will be one of the worst events in Africa’s history.

1. What problem is the speaker addressing?
2. What reasons does the speaker give for the loss of the forests?
3. What is the speaker’s point of view about the problem facing the gorillas in East Africa?

## 3 Applying the Skill

Choose a “Letter to the Editor” from a newspaper. Summarize the issue being discussed and the writer’s point of view about that issue. State what an opposing point of view to the issue might be. Describe who might hold this other viewpoint in terms of their age, occupation, and background.

# Distinguishing Fact From Opinion

## Why Learn This Skill?

Suppose a friend says, “Our school’s basketball team is awesome. That’s a fact.” Actually, it is not a fact; it is an opinion. Knowing how to tell the difference between a fact and an opinion can help you analyze the accuracy of political claims, advertisements, and many other kinds of statements.

## 1 Learning the Skill

A **fact** answers a specific question such as: What happened? Who did it? When and where did it happen? Why did it happen? Statements of fact can be checked for accuracy and proven.

An **opinion**, on the other hand, expresses beliefs, feelings, and judgments. It may reflect someone’s thoughts, but it cannot be proven. An opinion often begins with a phrase such as *I believe*, *I think, probably, it seems to me*, or *in my opinion*.

**To distinguish between facts and opinions, ask yourself these questions:**

- Does this statement give specific information about an event?
- Can I check the accuracy of this statement?
- Does this statement express someone’s feelings, beliefs, or judgment?
- Does it include phrases such as *I believe*, superlatives, or judgment words?

## 2 Practicing the Skill

Read each statement below. Tell whether each is a fact or an opinion, and explain how you arrived at your answer.

- (1) The Han dynasty ruled China from 202 B.C. to A.D. 220.
- (2) The Han dynasty was a much better dynasty than the Qin dynasty.
- (3) The Han divided the country into districts to be better able to manage such a large area.
- (4) The government should not have encouraged support for arts and inventions.
- (5) The Han kept very good records of everything they did, which helps historians today learn about them.
- (6) Han rulers chose government officials on the basis of merit rather than birth.
- (7) No other ruling family in the world can compare with the Han dynasty of China.
- (8) Han rulers should have defended the poor farmers against the harsh actions of wealthy landowners.

## 3 Applying the Skill

Read one newspaper article that describes a political event. Find three statements of fact and three opinions expressed in the article.

# Analyzing Library and Research Resources

## Why Learn This Skill?

Imagine that your teacher has sent you to the library to write a report on the history of ancient Rome. Knowing how to choose good sources for your research will help you save time in the library and write a better report.

## 1 Learning the Skill

Not all sources will be useful for your report on Rome. Even some sources that involve topics about Rome will not always provide the information you want. In analyzing sources for your research project, choose items that are nonfiction and that contain the most information about your topic.

**When choosing research resources ask these questions:**

- Is the information up-to-date?
- Does the index have several pages listed for the topic?
- Is the resource written in a way that is easy to understand?
- Are there helpful illustrations and photos?

## 2 Practicing the Skill

Look at the following list of sources. Which would be most helpful in writing a report on the history of ancient Rome? Explain your choices.

- (1) A travel guide to Italy today
- (2) A guide to early Roman art and architecture
- (3) A children's storybook about ancient Europe
- (4) A history of ancient Greece
- (5) A study of the rise and fall of the Roman Empire
- (6) A book on modern republican ideas
- (7) A biographical dictionary of ancient rulers of the world
- (8) An atlas of the world

## 3 Applying the Skill

Go to your local library or use the Internet to create a bibliography of sources you might use to write a report on the history of ancient Rome. List at least five sources.



▲ Roman mosaic showing gladiators in battle

# Analyzing Primary Source Documents

## Why Learn This Skill?

Historians determine what happened in the past by combing through bits of evidence to reconstruct events. These types of evidence—both written and illustrated—are called primary sources. Examining primary sources can help you understand history.

## 1 Learning the Skill

Primary sources are sources that were created in the historical era being studied. They can include letters, diaries, photographs and pictures, news articles, legal documents, stories, literature, and artwork.

To analyze primary sources, ask yourself the following questions:

- What is the item?
- Who created it?
- Where did it come from?
- When was it created?
- What does it reveal about the topic I am studying?

## 2 Practicing the Skill

The primary source that follows comes from *Stories of Rome* by Livy. Livy was a Roman historian who lived from 59 B.C. to A.D. 17. Here he has written a story with a moral, or lesson to be learned. Read the story, and then answer the questions that follow.

Once upon a time, the different parts of the human body were not all in agreement. . . . And it seemed very unfair to the other parts of the body that they should worry and sweat away to look after the belly. After all, the belly just sat there . . . doing nothing, enjoying all the nice things that came along. So they hatched a plot. The hands weren't going to take food to the mouth; even if they did, the mouth wasn't going to accept it. . . . They went into a sulk and waited for the belly to cry for help. But while they waited, one by one all the parts of the body got weaker and weaker. The moral of this story? The belly too has its job to do. It has to be fed, but it also does feeding of its own.

Excerpt from *Stories of Rome*,  
Livy, c. 20 B.C.

1. What is the main topic?
2. Who did the hands and mouth think was lazy?
3. What did the hands and mouth do about it?
4. What was the moral—or lesson—of the story?

## 3 Applying the Skill

Find a primary source from your past—a photo or newspaper clipping. Explain to the class what it shows about that time in your life.

# Building a Database

## Why Learn This Skill?

A database is a collection of information stored in a computer or on diskette files. It runs on software that organizes large amounts of information in a way that makes it easy to search and make any changes. It often takes the form of a chart or table. You might build databases to store information related to a class at school or your weekly schedule.

## 1 Learning the Skill

To create a database using word-processing software, follow these steps:

- Enter a title identifying the type of information in your document and file names.
- Determine the set of specific points of information you wish to include. As the database example on this page shows, you might want to record data on the imports and exports of specific countries.
- Enter the information categories along with country names as headings in a columned chart. Each column makes up a field, which is the basic unit for information stored in a database.
- Enter data you have collected into the cells, or individual spaces, on your chart.
- Use your computer's sorting feature to organize the data. For example, you might alphabetize by country name.
- Add, delete, or update information as needed. Database software automatically adjusts the cells in the chart.

## 2 Practicing the Skill

On a separate sheet of paper, answer the following questions referring to the database on this page.

1. What type of information does the database contain?
2. What related fields of information does it show?
3. The author learns that Canada also exports clothing, beverages, and art to the United States. Is it necessary to create a new database? Explain.

## 3 Applying the Skill

Build a database to help you keep track of your school assignments. Work with four fields: Subject, Assignment Description, Due Date, and Completed Assignments. Be sure to keep your database up-to-date.

Country	Japan	United Kingdom	Canada
Exports to U.S.	Engines, rubber goods, cars, trucks, buses	Dairy products, beverages, petroleum products, art	Wheat, minerals, paper, mining machines
Value of Exports to U.S.	\$128 billion	\$35.2 billion	\$232.6 billion
Imports from U.S.	Meat, fish, sugar, tobacco, coffee	Fruit, tobacco, electrical equipment	Fish, sugar, metals, clothing
Value of Imports from U.S.	\$67.3 billion	\$42.8 billion	\$199.6 billion

# Summarizing

## Why Learn This Skill?

Imagine you have been assigned a long chapter to read. How can you remember the important information? Summarizing information—reducing large amounts of information to a few key phrases—can help you remember the main ideas and important facts.

## 1 Learning the Skill

To summarize information, follow these guidelines when you read:

- Separate the main ideas from the supporting details. Use the main ideas in a summary.
- Use your own words to describe the main ideas. Do not copy the selection word for word.
- If the summary is almost as long as the reading selection, you are including too much information. The summary should be very short.

## 2 Practicing the Skill

To practice the skill, read the paragraph below. Then answer the questions that follow.

The Ming dynasty that followed the Mongols tried to rid the country of Mongol influence. The Ming leaders believed that China could become a great empire. They expanded Chinese control over parts of East Asia, including Korea, Vietnam, and Myanmar (Burma). To re-establish the importance of Chinese culture, they encouraged the practices of older Chinese traditions, especially in the arts. Chinese literature during the Ming era followed the styles of ancient Chinese writers. Some of the finest Chinese paintings and pottery were created during this period. Ming rulers also built the Forbidden City.

1. What are the main ideas of this paragraph?
2. What are the supporting details?
3. Write a brief summary of two or three sentences that will help you remember what the paragraph is about.

## 3 Applying the Skill

Read a newspaper or short magazine article. Summarize the article in one or two sentences.

# Evaluating a Web Site

## Why Learn This Skill?

The Internet has grown to become a necessary household and business tool as more people use it. With so many Web sites available, how do you know which one will be the most helpful to you? You must look at the details, so you do not waste valuable time in Web searches.

## 1 Learning the Skill

The Internet is a valuable research tool. It is easy to use, and it often provides fast, up-to-date information. The most common use of the Internet by students is in doing research. However, some Web site information is not really accurate or reliable.

**When using the Internet to do research, you must evaluate the information very carefully. When evaluating the Web site, ask yourself the following questions:**

- Do the facts on the site seem accurate?
- Who is the author or sponsor of the site, and what is that person's or organization's reason for maintaining it?
- Does the site information explore a subject in-depth?
- Does the site contain links to other useful resources?
- Is the information easy to read and access?

## 2 Practicing the Skill

To practice the skill, find three Web sites on the shoguns or samurai of Japan. Follow these steps and write your explanation.

1. Evaluate how useful these sites would be if you were writing a report on the topic.
2. Choose which one is the most helpful.
3. Explain why you chose that site.

## 3 Applying the Skill

If your school had a Web site, what kind of information would be on it? Write a paragraph describing this site.



A Japanese samurai warrior ►

# Understanding Cause and Effect

## Why Learn This Skill?

You know if you watch television instead of completing your homework, you probably will not get a good grade. The cause—not doing homework—leads to the effect—not getting a good grade.

## 1 Learning the Skill

A *cause* is any person, event, or condition that makes something happen. What happens as a result is known as an *effect*.

**These guidelines will help you identify cause and effect.**

- Identify two or more events.
- Ask questions about why events occur.
- Look for “clue words” that alert you to cause and effect, such as *because*, *led to*, *brought about*, *produced*, and *therefore*.
- Identify the outcome of events.



## 2 Practicing the Skill

As you read the following passage, record cause-and-effect connections in a chart or graphic organizer.

Around 200 B.C., Mesopotamians were among the first in the world to blend copper and tin to make bronze.

Bronze brought many changes to life in Mesopotamia. For one thing, bronze was much harder than the copper products that were used until that time. Because it was harder, bronze made better tools and sharper weapons. This improvement in technology was a help to farmers, craftworkers, and soldiers alike.

Molten [melted] bronze was also easier to pour than the metals used earlier. Craftworkers were able to make finer arrows, ax-heads, statues, bowls, and other objects.

## 3 Applying the Skill

Look again at the chapter you are currently reading. Choose a major event that is described and list its causes.

◀ The Royal Banner of Ur

# Making Comparisons

## Why Learn This Skill?

Suppose you want to buy a portable CD player, and you must choose among three models. To make this decision, you would probably compare various features of the three models, such as price, sound quality, size, and so on. By making comparisons, you will figure out which model is best for you. In the study of world history, you often compare people or events from one time period with those from a different time period.

## 1 Learning the Skill

When making comparisons, you examine and identify two or more groups, situations, events, or documents. Then you identify any similarities (ways they are alike) and differences (ways they are different). For example, the chart on this page compares the characteristics of two ancient civilizations.

**When making comparisons, apply the following steps:**

- Decide what items will be compared. Clue words such as *also*, *as well as*, *like*, *same as*, and *similar to* can help you identify things that are being compared.

- Determine which characteristics you will use to compare them.
- Identify similarities and differences in these characteristics.

## 2 Practicing the Skill

To practice the skill, analyze the information on the chart at the bottom of this page. Then answer these questions.

- What items are being compared?
- What characteristics are being used to compare them?
- In what ways were the Phoenicians and Israelites similar? In what ways were they different?
- Suppose you wanted to compare the two peoples in more detail. What are some of the characteristics you might use?

## 3 Applying the Skill

Think about two sports that are played at your school. Make a chart comparing such things as: where the games are played, who plays them, what equipment is used, and other details.

**Phoenician and Israelite Civilizations**

Cultural Characteristic	Phoenicians	Israelites
Homeland	Canaan	Canaan
Political Organization	city-states	12 tribes; later, kingdom
Method of Rule	kings/merchant councils	kings/council of elders
Main Occupations	artisans, traders, shippers	herders, farmers, traders
Religion	belief in many gods and goddesses	belief in one, all-powerful God
Main Contribution	spread of an alphabet	principles of social justice

# Making Predictions

## Why Learn This Skill?

In history you read about people making difficult decisions based on what they think *might* happen. By making predictions yourself, you can get a better understanding of the choices people make.

## 1 Learning the Skill

As you read a paragraph or section in your book, think about what might come next. What you think will happen is your *prediction*. A prediction does not have a correct or incorrect answer. Making predictions helps you to carefully consider what you are reading.

**To make a prediction, ask yourself:**

- What happened in this paragraph or section?
- What prior knowledge do I have about the events in the text?
- What similar situations do I know of?
- What do I think might happen next?
- Test your prediction: read further to see if you were correct.



Aztec shield

## 2 Practicing the Skill

To practice the skill, read the following paragraph about the Aztec Empire. Then answer the questions.

The Aztec of ancient Mexico built the strongest empire of any Native American group. They mined gold, silver, and other goods for trade. In building their empire, they conquered many other Native American groups. The Aztec fought their enemies using wooden weapons with stone blades.

In the 1500s, a Spanish army seeking gold heard about the Aztec and their riches. Led by Hernán Cortés, the Spaniards were helped by enemies of the Aztec. Armed with steel swords, muskets, and cannons, the Spaniards moved towards the Aztec capital.

1. Choose the outcome below that is most likely to occur between the Aztec and Spaniards.
  - a. The Spaniards will avoid the Aztec altogether.
  - b. The two groups will become friends.
  - c. The Spaniards will conquer the Aztec.
  - d. The Aztec will conquer the Spaniards.
2. Explain why you chose the answer you did.

## 3 Applying the Skill

Watch a television show or a movie. Halfway through the show, write your prediction of how it will end on a piece of paper. At the end of the show, check your prediction.

# Drawing Inferences and Conclusions

## Why Learn This Skill?

Suppose your teacher brought an artifact to class and a classmate exclaimed, "That came from Greece, didn't it?" You might infer that your classmate had an interest in Greece.

## 1 Learning the Skill

To *infer* means to evaluate information and arrive at a *conclusion*. Social studies writers do not always spell out everything in the text. When you make inferences you "read between the lines." You must then use the available facts and your own knowledge of social studies to draw a conclusion.

**Use the following steps to help draw inferences and make conclusions:**

- Read carefully for stated facts and ideas.
- Summarize the information and list the important facts.
- Apply related information that you may already know to make inferences.
- Use your knowledge and insight to develop some conclusions about these facts.

## 2 Practicing the Skill

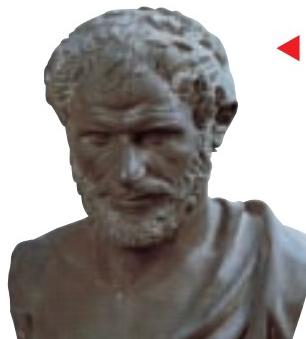
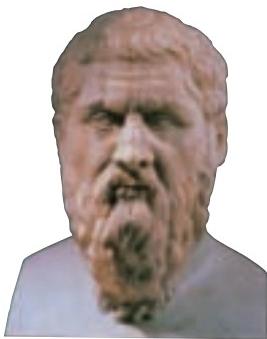
Read the passage below and answer the questions.

Many Greek temples were decorated with sculpture. Greek sculpture, like Greek architecture, was used to express Greek ideas. The favorite subject of Greek artists was the human body. Greek sculptors did not copy their subjects exactly, flaws and all. Instead, they tried to show their ideal version of perfection and beauty.

1. What topic is the writer describing?
2. What facts are given?
3. What can you infer about Greek cities from the information?
4. What conclusions can you draw about how the Greeks felt about sculptures?

## 3 Applying the Skill

Read one of the biographies in this text. What can you infer about the life of the person described? Draw a conclusion about whether or not you would like to meet this person.



◀ Ancient Greek sculptures of Socrates (far left), Plato (middle), and Aristotle (right)

# Recognizing Economic Indicators

## Why Learn This Skill?

Every day, business and government leaders are faced with the challenge of trying to predict what will happen to the economy in the coming months and years. To help these leaders in making decisions, economists, or scientists who study the economy, have developed ways to measure an economy's performance. These ways are called economic indicators.

## 1 Learning the Skill

Economic indicators are statistics, or numbers, that tell how well the economy is doing and how well the economy is going to do in the future. They include the number of jobless, the rate at which prices rise over a period of time, and the amount of goods and services that are produced and sold. Each month, the U.S. Department of Commerce gathers data for 78 economic indicators covering all aspects of the state of the United States economy. The chart below lists some common terms for economic indicators that you may read about.

### Economic Indicators

Term	Definition
Saving	
Income	
Expenditure	
Consumption	
Inflation	
Debt	
Gross Domestic Product (GDP)	
Interest Rates	
Credit	
Export	
Import	



► Prices on the stock market often rise or fall based on changes in economic indicators.

## 2 Practicing the Skill

Start an Economics Handbook. Using a dictionary, look up each economic term listed on this chart. Write a definition for each term in your Economics Handbook.

## 3 Applying the Skill

Think about one of the countries you have read about in this text that has grown to be wealthy. Using the terms that you just defined, write a paragraph describing that country's wealth.

# Interpreting Political Cartoons

## Why Learn This Skill?

Political cartoonists use art to express political opinions. Their work appears in newspapers, magazines, books, and on the Internet. Political cartoons are drawings that express an opinion. They usually focus on public figures, political events, or economic or social conditions. A political cartoon can give you a summary of an event or circumstance and the artist's opinion in a quick and entertaining manner.

## 1 Learning the Skill

To interpret a political cartoon, follow these steps:

- Read the title, caption, or conversation balloons. Most cartoons will carry at least one of these elements. They help you identify the subject of the cartoon.
- Identify the characters or people shown. They may be caricatures, or unrealistic drawings that exaggerate the characters' physical features.
- Identify any symbols shown. Symbols are things that stand for something else. An example is the American flag that is a symbol of our country. Commonly recognized symbols may not be labeled. Unusual symbolism will be labeled.
- Examine the actions in the cartoon—what is happening and why?

- Identify the cartoonist's purpose. What statement or idea is he or she trying to get across? Decide if the cartoonist wants to persuade, criticize, or just make people think.

## 2 Practicing the Skill

On a separate sheet of paper, answer these questions about the political cartoon below.

1. What is the subject of the cartoon?
2. What words give clues as to the meaning of the cartoon?
3. What item seems out of place?
4. What message do you think the cartoonist is trying to send?

## 3 Applying the Skill

Bring a news magazine to class. With a partner, analyze the message in each political cartoon that you find.



# Standardized Test Practice

Standardized tests are one way educators measure what you have learned. This handbook is designed to help you prepare for standardized tests in social studies. On the pages that follow, you will find a review of the major social studies critical thinking skills that you will need to master to be successful when taking tests.

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## Interpreting a Map

Before 1492, people living in Europe in the Eastern Hemisphere had no idea that the continents of North America and South America in the Western Hemisphere existed. That was the year Christopher Columbus first reached the Americas. His voyage of exploration paved the way for other European voyages to the Western Hemisphere. The voyages of the early explorers brought together two worlds. Previously these parts of the globe had no contact with each other. Trade between the hemispheres changed life for people on both sides of the Atlantic Ocean. The trade between the peoples of the Eastern Hemisphere and the Western Hemisphere is referred to as the Columbian Exchange.

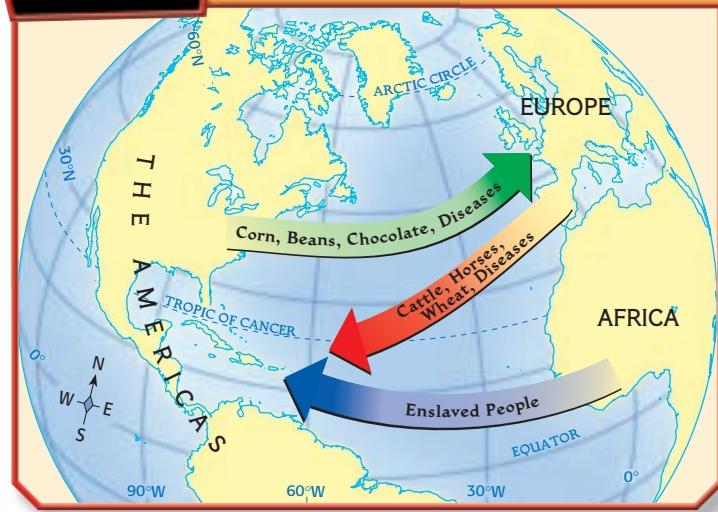
### Skills Practice

Although globes are the best, most accurate way to show places on the round earth, people can more easily use maps to represent places. A map is made by taking data from a round globe and placing it on a flat surface. To read a map, first read the title to determine the subject of the map. Then read the map key or the labels on the map to find out what the colors and symbols on the map mean. Use the compass rose to identify the four cardinal directions of north, south, east, and west. Study the map of the Columbian Exchange and answer the questions that follow on a separate sheet of paper.

- What is the subject of the map?
- What do the arrows represent?
- What continents are shown on the map?
- What foods did Europeans acquire from the Americas?



### The Columbian Exchange



- What did the Americas acquire from Europe?
- What people were brought from Africa to the Americas?
- In what direction is Europe from the Americas?

### Standardized Test Practice

**DIRECTIONS:** Use the map and your knowledge of social studies to answer the following question on a separate sheet of paper.

- Which of the following statements about the Columbian Exchange is true?
  - Food products were traded only between Africa and the Americas.
  - Europeans acquired cattle from the Americas.
  - Europeans introduced corn, tomatoes, and beans to Native Americans.
  - Enslaved Africans were brought to the Americas.

# Interpreting a Political Map

By 1750, or the middle of the eighteenth century, there were 13 British colonies in North America. A colony is a group of people living in one place who are governed by rulers in another place. The British colonists in America were ruled by the monarchy and Parliament of Great Britain. That meant that rulers living 3,000 miles away made laws for the American colonists.

## Skills Practice

Political maps illustrate divisions between territories such as nations, states, colonies, or other political units. These divisions are called boundaries. Lines represent the boundaries between political areas. To interpret a political map, read the map title to determine what geographic area and time period it covers. Identify the colonies or other political units on the map. Look at the map key for additional

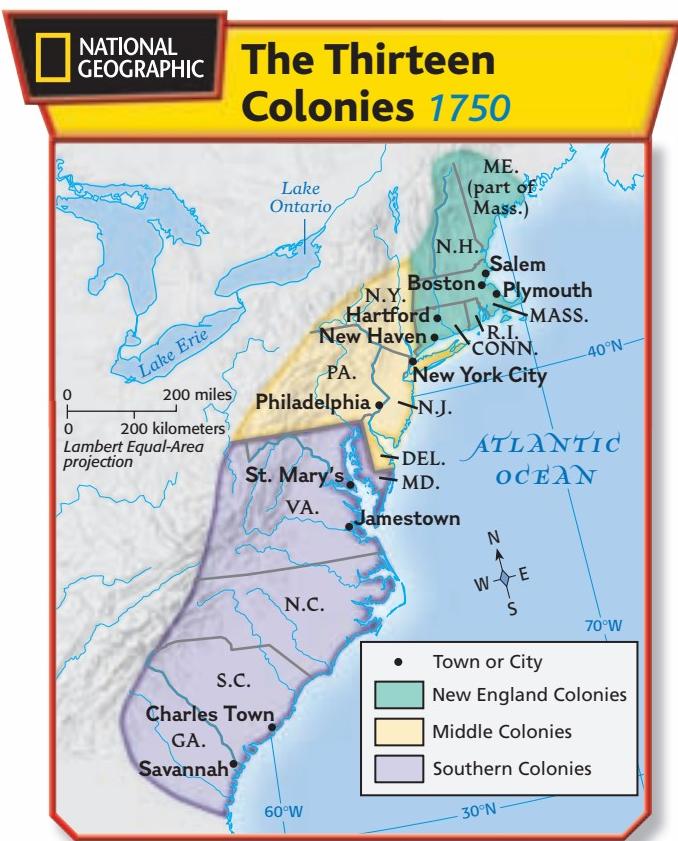
information. Study the map on this page and answer the questions that follow on a separate sheet of paper.

1. List the New England Colonies.
2. Which were the Middle Colonies?
3. Which Middle Colony bordered Pennsylvania to the north?
4. Which was the southernmost early British colony?
5. Name the body of water that formed the eastern border of the colonies.
6. Where was Charles Town located?

## Standardized Test Practice

**DIRECTIONS:** Use the map and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. The New England Colony that covered the largest land area was
  - A Virginia.
  - B Pennsylvania.
  - C Massachusetts.
  - D New Hampshire.
2. The northernmost Middle Colony is the present-day state of
  - F Maryland.
  - G New York.
  - H Massachusetts.
  - J Pennsylvania.
3. The settlement of Plymouth was located
  - A near Jamestown.
  - B in Massachusetts.
  - C in the Southern Colonies.
  - D in Virginia.



## Interpreting Charts

Government is a necessary part of every nation. It gives citizens stability and provides services that many of us take for granted. However, governments can sometimes have too much power.

The United States was founded on the principle of limited government. Limited governments require all people to follow the laws. Even the rulers must obey rules set for the society. A democracy is a form of limited government. Not all forms of government have limits. In unlimited governments, power belongs to the ruler. No laws exist to limit what the ruler may do. A dictatorship is an example of an unlimited government.

<b>Limited Governments</b>	
<b>Representative Democracy</b>	<b>Constitutional Monarchy</b>
People elect leaders to rule	King or queen's power is limited
Individual rights important	Individual rights important
More than one political party	More than one political party
People give consent to be governed	People elect governing body

<b>Unlimited Governments</b>	
<b>Dictatorship</b>	<b>Absolute Monarchy</b>
One person or small group rules	King or queen inherits power
Few personal freedoms	Usually some freedoms
Rule by force, often military	Officials are appointed by king or queen
Ruler does not have to obey rules	Monarch has complete authority

## Skills Practice

Charts are visual graphics that categorize information. When reading a chart, be sure to look at all the headings and labels. Study the charts on this page and answer the questions that follow on a separate sheet of paper.

1. What do the charts compare?
2. Which political systems are forms of limited government?
3. Which form of government often uses military rule?
4. In which political system does the king or queen have complete power?

## Standardized Test Practice

DIRECTIONS: Use the charts and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. Information found in the charts shows that the most restrictive form of government is a
  - A dictatorship.
  - B representative democracy.
  - C absolute monarchy.
  - D constitutional monarchy.
2. Under which type of government do citizens have the most power?
  - F unlimited government
  - G limited government
  - H absolute monarchy
  - J dictatorship
3. An example of an unlimited government is
  - A the United States in the 1960s.
  - B Libya in the 1970s.
  - C the United Kingdom in the 1980s.
  - D Mexico in the 1990s.

## Making Comparisons

The roots of representative democracy in the United States can be traced back to colonial times. In 1607 English settlers founded the colony of Jamestown in present-day Virginia. As the colony developed, problems arose. Later, colonists formed the House of Burgesses to deal with these problems. Citizens of Virginia were chosen as representatives to the House of Burgesses. This became the first legislature, or lawmaking body, in America.

Today citizens of the United States elect representatives to Congress. The major function of Congress is to make laws for the nation. There are two houses, or chambers, of the U.S. Congress. Legislative bodies with two houses are said to be bicameral. The bicameral Congress of the United States includes the Senate and the House of Representatives. Article I of the U.S. Constitution describes how each house will be organized and how its members will be chosen.

The U.S. Congress	
House of Representatives	Senate
<b>Qualifications:</b> Must be 25 years old Must be U.S. citizen for 7+ years Must live in the state they represent	<b>Qualifications:</b> Must be 30 years old Must be U.S. citizen for 9+ years Must live in the state they represent
<b>Number of Representatives:</b> 435 total representatives; number of representatives per state is based on state population	<b>Number of Representatives:</b> 100 total senators; two senators elected from each state regardless of state population
<b>Terms of Office:</b> Two-year terms	<b>Terms of Office:</b> Six-year terms

## Skills Practice

When you make a comparison, you identify and examine two or more groups, situations, events, or documents. Then you identify any similarities and differences between the items. Study the information presented on the chart on this page and answer the questions that follow on a separate sheet of paper.

1. What two things does the chart compare?
2. How are the qualifications for each house of the U.S. Congress similar?
3. The members of which house are probably more experienced? Why?

## Standardized Test Practice

DIRECTIONS: Use the chart and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. Which of the following statements best reflects information shown in the chart?
  - A The Senate has more members than the House of Representatives.
  - B Representatives to the House are elected to two-year terms.
  - C House members must be residents of their states for at least 9 years.
  - D A state's population determines its number of senators.
2. One inference that can be made from information shown on the chart is that
  - F Texas elects more senators than Rhode Island.
  - G Texas elects more House members than Rhode Island.
  - H Texas elects fewer senators than Rhode Island.
  - J Texas elects fewer House members than Rhode Island.

# Interpreting Primary Sources

When Thomas Jefferson wrote the Declaration of Independence, he used the term “unalienable rights.” Jefferson was referring to the natural rights that belong to humans. He and the other Founders of our nation believed that government could not take away the rights of the people.

## Skills Practice

Primary sources are records of events made by the people who witnessed them. A historical document such as the Declaration of Independence is an example of a primary source. Read the passage below and answer the questions that follow on a separate sheet of paper.

**“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness . . .”**

—Declaration of Independence, July 4, 1776

1. What does the document say about the equality of men?

2. List the three natural, or unalienable, rights to which the document refers.

After gaining independence, American leaders wrote the U.S. Constitution in 1787. The Bill of Rights includes the first 10 amendments, or additions, to the Constitution. The First Amendment protects five basic rights of all American citizens. Study the chart on this page and answer the questions that follow.

1. Which right allows Americans to express themselves without fear of punishment by the government?

2. Which right allows people to worship as they please?

3. Which right allows citizens to publish a pamphlet that is critical of the president?
4. What is the Bill of Rights?



## Standardized Test Practice

**DIRECTIONS:** Use the chart and your knowledge of social studies to answer the following question on a separate sheet of paper.

1. Which First Amendment right protects citizens who are staging a protest outside a government building?

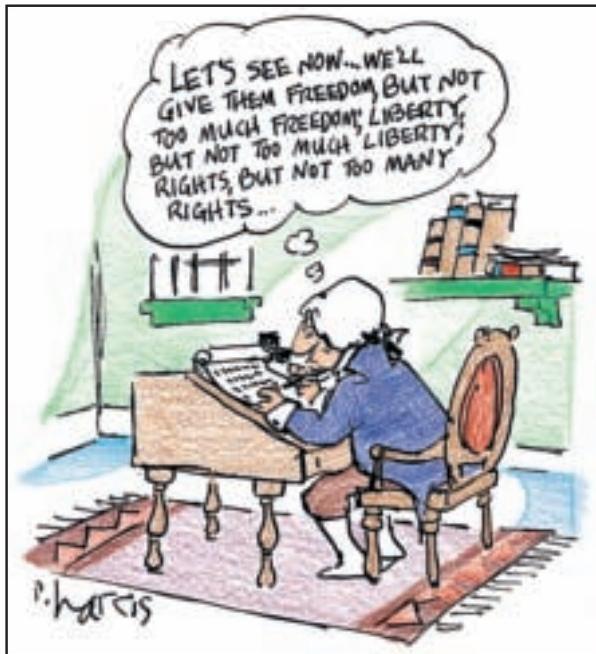
- A freedom of speech
- B freedom of the press
- C freedom of assembly
- D freedom of religion

## Interpreting a Political Cartoon

Just as the government of the United States is limited in its powers, freedoms extended to Americans also have limits. The First Amendment was not intended to allow Americans to do whatever they please without regard to others. Limits on freedoms are necessary to keep order in a society of so many people. The government can establish laws to limit certain rights to protect the health, safety, security, or moral standards of a community. Rights can be restricted to prevent one person's rights from interfering with the rights of another. For example, the freedom of speech does not include allowing a person to make false statements that hurt another's reputation.

### Skills Practice

The artists who create political cartoons often use humor to express their opinions on political issues. Sometimes these cartoonists are trying to inform and influence the public about a certain topic. To interpret a political cartoon, look for symbols, labels, and captions that provide clues about the message of the cartoonist. Analyze these



elements and draw some conclusions. Study the political cartoon on this page and answer the questions that follow on a separate sheet of paper.

- 1.** What is the subject of the cartoon?
- 2.** What words provide clues as to the meaning of the cartoon?
- 3.** Whom does the person in the cartoon represent?
- 4.** What is the person doing?
- 5.** What do the subject's thoughts suggest about the task faced by those involved in planning the new nation's government?
- 6.** What limits are placed on First Amendment rights? Why are these rights limited?

### Standardized Test Practice

**DIRECTIONS:** Use the political cartoon and your knowledge of social studies to answer the following questions on a separate sheet of paper.

- 1.** The most appropriate title for the cartoon is
  - A** Limits on Government.
  - B** Parliament at Work.
  - C** Limiting Rights.
  - D** Unlimited Government.
- 2.** The sources of our rights as citizens of the United States come from which of the following?
  - F** the Declaration of Independence and the U.S. Constitution
  - G** the will of the president
  - H** unwritten customs and traditions
  - J** the United Nations charter

## Interpreting a Circle Graph

"E pluribus unum" is a Latin phrase found on United States coins. It means "Out of many, one." The United States is sometimes called a "nation of immigrants." Unless you are a Native American, your ancestors came to America within the last 500 years.

Groups of people who share a common culture, language, or history are referred to as ethnic groups. American neighborhoods include many different ethnic groups. The circle graph on this page shows the major ethnic groups in the United States.

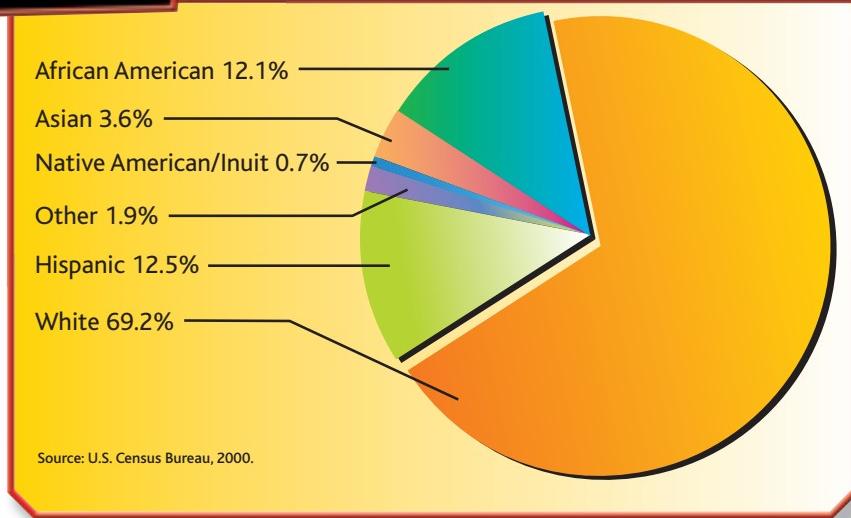
### Skills Practice

A circle graph shows percentages of a total quantity. Each part, or slice, of the graph represents a part of the total quantity. To read a circle graph, first read the title. Then study the labels to find out what each part represents. Compare the sizes of the circle slices. Study the circle graph and answer the questions that follow on a separate sheet of paper.

- 1.** What information does this circle graph present?
- 2.** Which ethnic group includes the largest percentage of Americans?
- 3.** Which groups represent less than 1 percent of the people in the United States?
- 4.** What percentage of the United States population is represented by African Americans?
- 5.** The smallest ethnic group has lived in the United States the longest. What is this ethnic group?



### U.S. Ethnic Groups



### Standardized Test Practice

**DIRECTIONS:** Use the graph and your knowledge of social studies to answer the following questions on a separate sheet of paper.

- 1.** Which group's population is about three times greater than the number of Asians?
  - A** African American
  - B** White
  - C** Native American/Inuit
  - D** Other
- 2.** How does the Hispanic population compare to the African American population of the United States?
  - F** It is greater than the African American population.
  - G** It is the smallest segment of the United States population.
  - H** It is less than half the size of the African American population.
  - J** It is slightly less than the African American population.

## Drawing Inferences and Conclusions

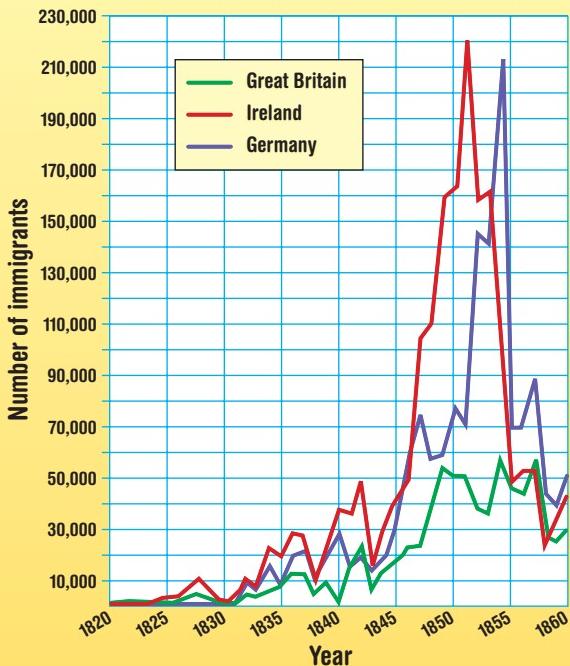
During the mid-nineteenth century, immigration to the United States increased. People from European countries such as Germany and Ireland traveled to America seeking new opportunities. Life, however, was not easy for these immigrants.

### Skills Practice

To infer means to evaluate information and arrive at a conclusion. When you make inferences, you “read between the lines.” You must use the available facts and your own knowledge of social studies to form a judgment or opinion about the material.

Line graphs are a way of showing numbers visually. They are often used to compare changes over time. Sometimes a graph has more than one line. The lines show different quantities of a related topic. To analyze a line

### U.S. Immigration, 1820–1860



Source: *Historical Statistics of the United States: Colonial Times to 1970*.

graph read the title and the information on the horizontal and vertical axes. Use this information to draw conclusions. Study the graph on this page and answer the questions that follow on a separate sheet of paper.

1. What is the subject of the line graph?
2. What information is shown on the horizontal axis?
3. What information is shown on the vertical axis?
4. Why do you think these immigrants came to the United States?

### Standardized Test Practice

**DIRECTIONS:** Use the line graph and your knowledge of social studies to answer the following questions on a separate sheet of paper.

1. The country that provided the most immigrants to the United States between the years 1820 and 1860 was
  - Great Britain.
  - Ireland.
  - Germany.
  - France.
2. In about what year did the number of German immigrants to the United States reach a peak?
  - 1845
  - 1852
  - 1855
  - 1860
3. Irish migration to the United States increased in the mid-1800s because of
  - a terrible potato famine in Ireland.
  - the failure of a German revolution in 1848.
  - the nativist movement.
  - the availability of low-paying factory jobs.

## Comparing Data

The world's earliest civilizations developed more than 6,000 years ago. The discovery of farming led to the rise of ancient cities in Mesopotamia and the Nile River valley. These early cities shared one important characteristic—they each arose near waterways. Since water was the easiest way to transport goods, the settlements became centers of trade.

Since then cities have grown all over the world. Every 10 years, the United States Census Bureau collects data to determine the population of the United States. (A census is an official count of people living in an area.) The first census was conducted in 1790. At that time, there were 3.9 million people in the 13 original states. The most recent census occurred in 2000. The results of that census showed that more than 280 million people reside in the 50 states that make up our nation.

### Skills Practice

The charts on this page show populations of the five most populous cities in the United States during different time periods. When comparing information on charts be sure to read the titles and headings to define the data being compared. Study the charts and answer the questions below on a separate sheet of paper.

- Which U.S. city had the greatest population in 1790?
- Which U.S. city had the greatest population in 2000?
- What was the population of Philadelphia in 1790?
- What was Philadelphia's population in 2000?
- Which cities are on both lists?

**Population of Five Largest U.S. Cities, 1790**

City	Number of People
New York City	33,131
Philadelphia	28,522
Boston	18,320
Charleston	16,359
Baltimore	13,503

**Population of Five Largest U.S. Cities, 2000\***

City	Number of People
New York City	8,008,278
Los Angeles	3,694,820
Chicago	2,896,016
Houston	1,953,631
Philadelphia	1,517,550

\*Numbers do not include metropolitan areas.

### Standardized Test Practice

**DIRECTIONS:** Use the charts and your knowledge of social studies to answer the following questions on a separate sheet of paper.

- One inference that can be made from the charts is that the most populous cities in the United States
  - have good weather.
  - were founded early in our nation's history.
  - are port cities.
  - are in the eastern United States.
- In 1790 the major cities of the United States were all
  - larger than 20,000 people.
  - located in the East.
  - Northern cities.
  - founded for religious reasons.

# Primary Sources Library



Getty Images

## Working With Primary Sources

Suppose that you have been asked to write a report on changes in your community over the past 25 years. Where would you get the information you need to begin writing? You would draw upon two types of information—primary sources and secondary sources.

### Definitions

**Primary sources** are often first-person accounts by someone who actually saw or lived through what is being described. In other words, if you see a fire or live through a great storm and then write about your experiences, you are creating a primary source. Diaries, journals, photographs, and eyewitness reports are examples of primary sources. **Secondary sources** are second-hand accounts. For instance, if your friend experiences the fire or storm and tells you about it, or if you read about the fire or storm in the newspaper, and then you write about it, you are creating a secondary source. Textbooks, biographies, and histories are secondary sources.

### Checking Your Sources

When you read primary or secondary sources, you should analyze them to figure out if they are dependable or reliable. Historians usually prefer primary sources to secondary sources, but both can be reliable or unreliable, depending on the following factors.

#### Time Span

With primary sources, it is important to consider how long after the event occurred the primary source was written. Chances are the longer the time span between the event and the account, the less reliable the account is. As time passes, people often forget details and fill in gaps with events that never took place. Although we like to think we remember things exactly as they happened, the fact is we often remember them as we wanted them to occur.

#### Reliability

Another factor to consider when evaluating a primary source is the writer's background and reliability. First, try to determine how this person knows about what he or she is writing. How much does he or she know? Is the writer being truthful? Is the account convincing?

#### Opinions

When evaluating a primary source, you should also decide whether the account has been influenced by emotion, opinion, or exaggeration. Writers can have reasons to distort the truth to



The Roman Colosseum

suit their personal purposes. Ask yourself: Why did the person write the account? Do any key words or expressions reveal the author's emotions or opinions? Compare the account with one written by another witness to the event. If they differ, ask yourself why they differ and which is more accurate.

## Interpreting Primary Sources

To help you analyze a primary source, use the following steps:

- **Examine the origins of the document.**

You need to determine if it is a primary source.

- **Find the main ideas.**

Read the document and summarize the main ideas in your own words. These ideas may be fairly easy to identify in newspapers and journals, for example, but are much more difficult to find in poetry.

- **Reread the document.**

Difficult ideas are not always easily understood on the first reading.

- **Use a variety of resources.**

Form the habit of using the dictionary, the encyclopedia, and maps. These resources are tools to help you discover new ideas and knowledge and double-check other sources.



*King Tut's  
Mask*

## Classifying Primary Sources

Primary sources fall into different categories:



### Printed Publications

Printed publications include books such as autobiographies. Printed publications also include newspapers and magazines.



### Songs & Poems

Songs and poems include works that express the personal thoughts and feelings or political or religious beliefs of the writer, often using rhyming and rhythmic language.



### Visual Materials

Visual materials include a wide range of forms: original paintings, drawings, sculptures, photographs, film, and maps.



### Oral Histories

Oral histories are chronicles, memoirs, myths, and legends that are passed along from one generation to another by word of mouth. Interviews are another form of oral history.



### Personal Records

Personal records are accounts of events kept by an individual who is a participant in, or witness to, these events. Personal records include diaries, journals, and letters.



### Artifacts

Artifacts are objects such as tools or ornaments. Artifacts present information about a particular culture or a stage of technological development.

For use with Unit 1

# Early Civilizations

The people of early civilizations formed societies. These societies had a sense of justice and sets of values. As today, the family was the basic unit of society where values and justice were learned.

## Reader's Dictionary

**Bull of Heaven:** mythical creature sent by the gods to kill Gilgamesh and Enkidu

**Humbaba:** evil spirit who guards the cedar forest through which Gilgamesh and Enkidu travel

**steppe:** wide, rolling, grassy plain

**reproach:** fault

**Canaan:** an ancient land that lay along the Syrian Desert

This Sumerian tablet is covered with cuneiform writing, the language in which the Epic of Gilgamesh was written.

## The *Epic of Gilgamesh*



Printed Publications

The Epic of Gilgamesh—written c. 2500 B.C.—is one of the most well-known ancient tales. In this passage, Gilgamesh describes his adventures and journeys with his best friend, Enkidu.

We overcame everything: climbed the mountain, captured the **Bull of Heaven** and killed him, brought **Humbaba** to grief, who lives in the cedar forest;

entering the mountain gates we slew lions; my friend whom I love dearly underwent with me all hardships.

The fate of mankind overtook him.

Six days and seven nights I wept over him until a worm fell out of his nose.

Then I was afraid.

In fear of death I roam the wilderness. The case of my friend lies heavy in me.

On a remote path I roam the wilderness. The case of my friend Enkidu lies heavy in me.

On a long journey I wander the **steppe**.

How can I keep still? How can I be silent?

The friend I loved has turned to clay. Enkidu, the friend I love, has turned to clay.

Me, shall I not lie down like him, never again to move?



# An Egyptian Father's Advice to His Son



## Personal Records

Upper-class Egyptians enjoyed collecting wise sayings to provide guidance for leading an upright and successful life. This excerpt of instructions from Vizier Ptah-hotep dates from around 2450 B.C.

If you have, as leader, to decide on the conduct of a great number of men, seek the most perfect manner of doing so that your own conduct may be without **reproach**. Justice is great, invariable, and assured; it has not been disturbed since the age of Ptah. . . .

If you are a wise man, bring up a son who shall be pleasing to Ptah. If he conforms his conduct to your way and occupies himself with your affairs as is right, do to him all the good you can; he is your son, a person attached to you whom your own self has begotten. Separate not your heart from him. . . .

If you are powerful, respect knowledge and calmness of language. Command only to direct; to be absolute is to run into evil. Let not your heart be haughty, neither let it be mean. . . .

# Ancient Israelites



Much of the history of the ancient Israelites is recorded in the Hebrew Bible. The Hebrew Bible tells about a man named Abraham and his wife Sarah:

The Lord said to [Abraham], 'Leave your own country, your kin, and your father's house, and go to a country that I will show you. I shall make you into a great nation; I shall bless you. . . .'

[Abraham] . . . set out as the Lord had bidden him. . . . He took his wife [Sarah], his brother's son Lot, and all the possessions they had gathered . . . and they departed for Canaan.

When Abraham arrived in Canaan, the Hebrew Bible says that God made a covenant, or special agreement, with him. It is considered by the Jewish people to be the beginning of their history.

When they arrived there, [Abraham] went on as far as the sanctuary. . . . When the Lord appeared to him and said, 'I am giving this land to your descendants,' [Abraham] built an altar there to the Lord who had appeared to him.

*An ancient scroll from the Jewish Torah*



## Document Based Questions

1. What happened to the friend of Gilgamesh?
2. What is shown on the Sumerian tablet?
3. Does any part of the Egyptian father's advice have value today for sons or daughters? Be specific and support your answer.
4. According to the Hebrew Bible, what did the Lord tell Abraham to do, and why?

For use with Unit 2

# The Ancient World

*Some of the greatest thoughts in modern civilization came from the ancient world. Important philosophers and religious leaders formed ideas we still express today. These ideas are timeless.*

## Reader's Dictionary

**refinements:** improvements

**regulations:** rules

**nurture:** upbringing

**immortal:** never dying

**palpable:** obvious

## The Analects of Confucius



An *analect* is a selected thought or saying. The sayings below were written by the Chinese philosopher Confucius in c. 400 B.C.

"If you make a mistake and do not correct it, this is called a mistake."

"Be dutiful at home, brotherly in public; be discreet and trustworthy, love all people, and draw near to humanity. If you have extra energy as you do that, then study literature."

"If leaders are courteous, their people will not dare to be disrespectful. If leaders are just, people will not dare to be [ungovernable]. If leaders are trustworthy, people will not dare to be dishonest."

A certain pupil asked Confucius about government: "What qualifies one to participate in government?"

Confucius said, "Honor five **refinements**. . . . Then you can participate in government."

The pupil asked, "What are the five refinements?"

Confucius said, "Good people are generous without being wasteful; they are hard working without being resentful; they desire without being greedy; they are at ease without being [proud]; they are dignified without being fierce."



*Statue of Confucius*

## The Rights of Women



### Printed Publications

In the Republic, Plato presents his ideas on a just society in the form of dialogues, or imaginary conversations, between Socrates and his students. In this dialogue, Socrates has just finished questioning his student about the type of men who might make the best "watchdogs" of Athenian government. He surprises his student by turning to the subject of women.

Let us further suppose the birth and education of our women to be subject to similar or nearly similar regulations [as men]; . . .

What do you mean?

What I mean may be put into the form of a question, I said: Are dogs divided into he's and she's, or do they both share equally in hunting and in keeping watch and in the other duties of dogs? [O]r do we entrust to the males the entire and exclusive care of the flocks, while we leave the females at home, under the idea that the bearing and [feeding of] their puppies is labour enough for them?

No, he said, they share alike; the only difference between them is that the males are stronger and the females weaker.

But can you use different animals for the same purpose, unless they are [raised] in the same way?

You cannot.

Then, if women are to have the same duties as men, they must have the same **nurture** and education?

Yes.

### Document Based Questions

1. What are the five refinements according to Confucius?
2. What does Plato think will help make men and women more equal?
3. Who is the sister to the goddess Night in the last reading?
4. What does the song say Dawn should do about Darkness?

## The Rig Veda



### Songs & Poems

The Vedas, written in ancient India, are the oldest writings of the Hindu religion. This song was written c. 1100 B.C.

The goddess Night has drawn near, looking about on many sides with her eyes. She has put on all her glories.

The immortal goddess has filled the wide space, the depths and the heights. She stems the tide of darkness with her light.

The goddess has drawn near, pushing aside her sister the twilight. Darkness, too, will give way.

As you came near to us today, we turned homeward to rest, as birds go to their home in a tree.

People who live in villages have gone home to rest, and animals with feet, and animals with wings, even the ever-searching hawks.

Ward off the she-wolf and the wolf; ward off the thief. O night full of waves, be easy for us to cross over.

Darkness—palpable, black, and painted—has come upon me. O Dawn, banish it like a debt.

*A representation of the Hindu deity Siva*



## New Empires and New Faiths

With the growth of new empires came great change. Events occurred that gave people the chance to be great leaders and heroes. New faiths continued to form new ideas.

### Reader's Dictionary

**cognizant:** aware

**trifling:** insignificant

**posterity:** future time

**allay:** calm

**incurred:** brought upon oneself

Incense burner from the Byzantine Empire in the shape of a church



## A Woman on the Throne



### Printed Publications

In 1081 an able general named Alexius Comnenus captured Constantinople. As Emperor Alexius I, he defended the Byzantine Empire against attacks from invaders. His daughter, Anna Comnena, retold the story of his reign in a book called *The Alexiad* (uh•lehk•see•uhd). She begins her account by describing Alexius's decision to turn the government over to his mother Anna Dalassena.

He really longed that his mother rather than himself should take the helm of the state, but so far he had concealed this design [plan] from her, fearing that if she became **cognizant** of it, she might actually leave the palace [for a convent]. . . . Therefore in all daily business he did nothing, not even a **trifling** thing, without her advice . . . and made her a partner in the administration of affairs, sometimes too he would say openly that without her brain and judgement the Empire would go to pieces.

. . . she was perhaps more devoted to her son than most women. And so she wished to help her son. . . . She ruled . . . with the Emperor, her son, and at times even took the reins alone and drove the chariot of Empire without harm or mishap. For besides being clever she had in very truth a kingly mind, capable of governing a kingdom.

## A Heroic Rescue Attempt



**P**liny the Elder—a Roman admiral and well-known author and scientist—died attempting to rescue people trapped at the foot of Mt. Vesuvius when it erupted. His nephew, Pliny the Younger, recorded his uncle's death in a letter written to a Roman historian named Tacitus. The letter forms an eyewitness account of the eruption and expresses Roman views of courage and duty.

Thank you for asking me to send you a description of my uncle's death so that you can leave an accurate account of it for **posterity**; . . .

As he was leaving the house he was handed a message from Rectina, . . . whose house was at the foot of the mountain, so that escape was impossible except by boat. She was terrified by the danger threatening her and implored him to rescue her. . . . Ashes were already falling, hotter and thicker as the ships drew near. . . . For a moment my uncle wondered whether to turn back, but when the helmsman advised this he refused, telling him that Fortune stood by the courageous. . . . This wind was . . . in my uncle's favour, and he was able to bring his ship in.

Meanwhile on Mount Vesuvius broad sheets of fire and leaping flames blazed at several points. . . . My uncle tried to **allay** the fears of his companions. . . . They debated whether to stay indoors or take their chance in the open,

for the buildings were now shaking with violent shocks, and seemed to be swaying. . . .

. . . A sheet was spread on the ground for him [uncle] to lie down, and he repeatedly asked for cold water to drink. Then the flames and smell of sulphur which gave warning of the approaching fire drove the others to take flight. . . . He stood . . . and then suddenly collapsed, I imagine because the dense fumes choked his breathing. . . . When daylight returned on the 26th—two days after the last day he had seen—his body was found. . . .

## The Quran



**T**he Quran is the holy book of Islam. The verses below come from Chapter 1, verses 2–7.

Praise be to Allah, the Lord of the Worlds,  
The Compassionate, the Merciful,  
Master of the Day of Judgement,  
Only You do we worship, and only You  
do we implore for help.  
Lead us to the right path,  
The path of those You have favoured  
Not those who have incurred Your wrath or  
have gone astray.

### Document Based Questions

1. Why did Alexius conceal his plans to turn the government over to his mother?
2. Why did Pliny the Elder sail to Mt. Vesuvius?
3. Does Pliny the Younger consider his uncle a hero? Why or why not?
4. Who is the quote from the Quran praising?

# The Middle Ages

*During the Middle Ages, civilizations began to develop to be more as we know them in modern times.*

*There were still strong leaders—some good, some bad. But it became a time when the common people began to demand their rights. Women especially started to have a voice in their status and how they would live.*

## Reader's Dictionary

**ebony:** a hard, heavy wood

**score:** twenty

**mitqal:** an ancient unit of measure

**heirs:** descendants

**abject:** low



Drawing of Mansa Musa

## The Sultan of Mali



An Arab scholar named Ibn Fadl Allah al Omari describes the West African court and army of Mansa Musa in the 1330s. He refers to Mansa Musa as sultan, the Arab word for "king."

The sultan of this kingdom presides in his palace on a great balcony called *bembe* where he has a seat of **ebony** that is like a throne fit for a large and tall person: on either side it is flanked by elephant tusks turned towards each other. His arms stand near him, being all of gold, saber, lance, quiver, bow and arrows. He wears wide trousers made of about twenty pieces [of stuff] of a kind which he alone may wear. Behind him there stand about a **score** of Turkish or other pages which are bought for him in Cairo. . . . His officers are seated in a circle about him, in two rows, one to the right and one to the left; beyond them sit the chief commanders of his cavalry. . . . Others dance before their sovereign, who enjoys this, and make him laugh. Two banners are spread behind him. Before him they keep two saddled and bridled horses in case he should wish to ride.

Arab horses are brought for sale to the kings of this country, who spend considerable sums in this way. Their army numbers one hundred thousand men of whom there are about ten thousand horse-mounted cavalry: the others are infantry having neither horses nor any other mounts. . . .

The officers of this king, his soldiers and his guard receive gifts of land and presents. Some among the greatest of them receive as much as fifty thousand **mitqals** of gold a year, besides which the king provides them with horses and clothing. He is much concerned with giving them fine garments and making his cities into capitals.

## The Magna Carta



**T**he Magna Carta, signed in England in 1215, for the first time gave common people some freedoms and protections. It also limited the power of King John.

To all free men of our kingdom we have also granted, for us and our heirs for ever, all the liberties written out below. . . .

No widow shall be compelled [forced] to marry, so long as she wishes to remain without a husband. . . .

For a trivial offence, a free man shall be fined only in proportion to the degree of his offence. . . .

No sheriff, royal official, or other person shall take horses or carts for transport from any free man, without his consent. . . .

No free man shall be seized or imprisoned . . . or outlawed or exiled . . . except by the lawful judgement of his equals or by the law of the land.

To no one will we sell, to no one deny or delay right or justice.

All merchants may enter or leave England unharmed and without fear, and may stay or travel within it, by land or water, for purposes of trade. . . .

All these customs and liberties that we have granted shall be observed in our kingdom.

## The Tale of Genji



**T**he Tale of Genji is the story of a young man searching for the meaning of life. It was written by Murasaki Shikibu in A.D. 1010. Genji's friend described three classes of women: those of high rank and birth whose weak points are concealed; those of the middle class; and those of the lower class. This is part of Genji's reply.

[Genji said] "It will not always be so easy to know into which of the three classes a woman ought to be put. For sometimes people of high rank sink to the most abject positions; while others of common birth rise to . . . think themselves as good as anyone. How are we to deal with such cases?"



Murasaki Shikibu

### Document Based Questions

1. What conclusions can you draw about Mansa Musa's power?
2. Why do you think Mansa Musa treated his soldiers so well?
3. According to the Magna Carta, when can a man be imprisoned?
4. What does Genji seem to realize about the social classes that his friend does not?

For use with Unit 5

# A Changing World

World exploration expanded as countries looked for new lands to conquer. There was great competition among European countries to claim undiscovered riches. This exploration did not always benefit the people already living in explored lands, however.

## Reader's Dictionary

**finery:** fancier clothes and jewelry

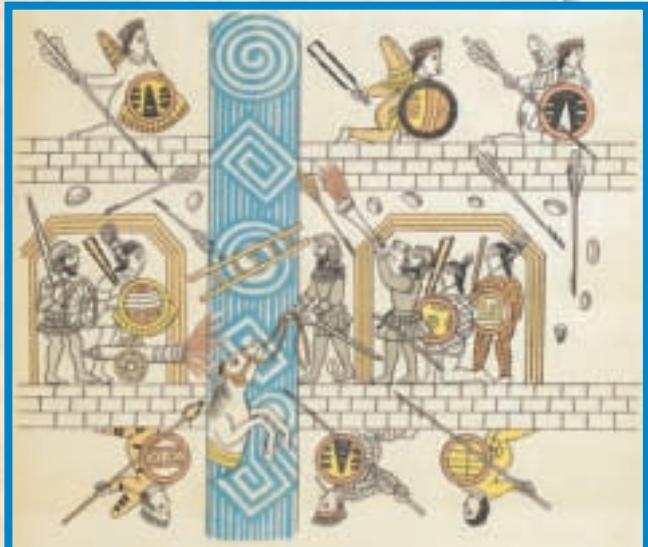
**installed:** placed in

**plunder:** stolen goods, usually during war

**stench:** a very bad smell

**scorn:** anger

*Aztec and Spanish soldiers in battle*



## Arrival of the Spaniards



**A**ztec accounts of the Spanish conquest of Mexico in 1519 are recorded in *The Broken Spears*, edited and translated by Miguel Leon-Portilla. This selection describes the meeting of Montezuma and Cortés.

The Spaniards arrived . . . near the entrance to Tenochtitlan. That was the end of their march, for they had reached their goal.

[Montezuma] now arrayed himself in his **finery**, preparing to go out to meet them. . . .

. . . Then he hung the gold necklaces around their necks and gave them presents of every sort as gifts of welcome.

When [Montezuma] had given necklaces to each one, Cortés asked him: "Are you [Montezuma]? Are you the king? . . ."

And the king said: "Yes, I am [Montezuma]." Then he stood up to welcome Cortés; he came forward, bowed his head low and addressed him in these words: "Our lord, you are weary. The journey has tired you, but now you have arrived on the earth. You have come to your city, Mexico. You have come here to sit on your throne. . . ."

When the Spaniards were **installed** in the palace, they asked [Montezuma] about the city's resources. . . . They questioned him closely and then demanded gold.

[Montezuma] guided them to it. . . .

. . . When they entered the hall of treasures, it was as if they had arrived in Paradise. . . . All of [Montezuma's] possessions were brought out: fine bracelets, necklaces with large stones, ankle rings with little gold bells, the royal crowns and all the royal finery—everything that belonged to the king. . . . They seized these treasures as if they were their own, as if this **plunder** were merely a stroke of good luck.

## The Life of Olaudah Equiano



### Printed Publications

Olaudah Equiano was kidnapped from West Africa and brought to America as a slave. In 1789 he wrote an account of this frightening journey. Here he describes the first part of that trip.

The first thing I saw was a vast ocean, and a ship, riding at anchor, waiting for its cargo. The ocean and the ship filled me with astonishment that soon turned to fear. I was taken to the ship and carried on board! . . .

The crew took me down below decks, into the ship's stinking hold. With the horribleness of the **stench** and my crying I was so sick and low that I couldn't eat. I wanted to die. . . .

That first day, among the poor chained men in the hold, I found some people of Benin.

"What are they going to do to us?" I asked.

"They are taking us away to work for them," a man from Benin explained.

"And do they only live here," I asked, "in this hollow place, the ship?"

"They have a white people's country," the man explained, "but it is far away."

"How can it be," I asked, "that in our whole country nobody ever heard of them?"

"They live *very* far away," another man explained.

*Drawing of a slave ship*



## Queen Elizabeth's Speech To Her Troops



### Oral Histories

In 1588, a Spanish fleet, known as the Spanish Armada, was sent to invade England. Queen Elizabeth I spoke to her troops before the battle.

Let tyrants fear: I have so behaved myself that under God I have placed my chiefest strength and safeguard in the loyal hearts and goodwill of my subjects. Wherefore I am come . . . to live and die amongst you all, to lay down for my God and for my kingdom and for my people mine honor and my blood even in the dust. I know I have the body but of a weak and feeble woman, but I have the heart and stomach of a king and a king of England too—and take foul **scorn** that . . . any prince of Europe should dare to invade the borders of my realm.

Queen Elizabeth I



### Document Based Questions

1. What gifts did Montezuma give to Cortés?
2. Why do you think Montezuma took Cortés to see his personal treasury?
3. How did Equiano travel from Africa to the Americas?
4. In her speech, is Queen Elizabeth I encouraging or discouraging her troops? Explain.

# Suggested Readings

If you are interested in reading more about people and events in world history, the following list will help you. The book titles listed for each unit are fiction and nonfiction books you can read to learn more about that time period.

## Unit 1:

**Arnold, Caroline.** *Stone Age Farmers Beside the Sea.* Clarion Books, 1997. A photo-essay describing the prehistoric village of Skara Brae.

**Bunting, Eve.** *I Am the Mummy Heb-Nefert.* Harcourt Brace, 1997. Fictional story of a mummy recalling her past life as the wife of the pharaoh's brother.

**Courlander, Harold.** *The King's Drum, and Other African Tales.* Harcourt, 1962. Folktales taken from Africa south of the Sahara.

**Deem, James M.** *Bodies from the Bog.* Houghton Mifflin, 1998. A photo-essay that looks at information from the well-preserved bodies found in a Danish bog.

**Gregory, Kristiana.** *Cleopatra VII: Daughter of the Nile.* Scholastic Inc., 1999. A fictional diary written by Cleopatra.

**Herrmann, Siegfried.** *A History of Israel in Old Testament Times.* Fortress Press, 1975. The Old Testament as a history of early Israel, with evidence from sources other than the Bible.

**Lattimore, Deborah Nourse.** *Winged Cat: A Tale of Ancient Egypt.* HarperCollins, 1995. A tale of a servant girl and a High Priest using the Book of the Dead to investigate the death of the girl's sacred cat.

**Maltz, Fran.** *Keeping Faith in the Dust.* Alef Design Group, 1998. Fictional account of a 16-year-old girl whose family is forced to flee their home near the Dead Sea to the fortress of Masada, where Roman forces are held off by the Jews for seven years.

**Morley, Jacqueline. Mark Bergin, and John James.** *An Egyptian Pyramid.* Peter Bedrick, 1991. Explains how the pyramids were built and their purpose.

**Perl, Lila.** *Mummies, Tombs, and Treasure: Secrets of Ancient Egypt.* Clarion Books, 1990. An account of what ancient Egyptians believed about death and the afterlife.

**Travis, Lucille.** *Tirzah.* Herald Press, 1991. Fictional story of a 12-year-old boy who flees from Egypt with Moses during the Exodus.

**Trumble, Kelly.** *Cat Mummies.* Clarion Books, 1996. Reasons and background examining why ancient Egyptians mummified thousands and thousands of cats.

**Wetwood, Jennifer.** *Gilgamesh, and Other*

*Babylonian Tales.* Coward, McCann & Geoghegan, 1970. Retells ancient tales of Sumer and Babylon.

## Unit 2:

**Chang, Richard F.** *Chinese Mythical Stories.* Yale Far Eastern Publications, 1990. Legends and myths of China.

**Craft, Charlotte.** *King Midas and the Golden Touch.* Morrow, 1999. The myth of King Midas and his greed for gold.

**Evselin, Bernard.** *Heroes and Monsters of Greek Myth.* Scholastic, 1988. A collection of Greek myths.

**Fleischman, Paul.** *Dateline: Troy.* Candlewick Press, 1996. Author uses modern wars (Persian Gulf, Vietnam) to better understand the Trojan War.

**Ganeri, Anita.** *Buddhism.* NTC Publishing Group, 1997. Overview of Buddhist history and beliefs.

**Ganeri, Anita.** *Hinduism.* NTC Publishing Group, 1996. Overview of Hindu history and beliefs.

**Hamilton, Edith.** *The Greek Way.* Norton, 1983. The story of the Greek spirit and mind told by great writers.

**Harris, Nathaniel.** *Alexander the Great and the Greeks.* Bookwright Press, 1986. Contributions Alexander made to the Greeks.

**Homer and Geraldine McCaughrean.** *The Odyssey.* Oxford, 1999. Illustrated retelling of *The Odyssey* using modern language.

**Ross, Stewart.** *The Original Olympic Games.* NTC Publishing Group, 1999. A history of the Olympics.

**Theule, Frederic.** *Alexander and His Times.* Henry Holt and Co., 1996. A pictorial and historic account of the life of Alexander the Great.

## Unit 3:

**Boyd, Anne.** *Life in a 15th-Century Monastery (A Cambridge Topic Book).* Lerner Publications, 1979. An account of the daily life of monks in the monastery at Durham, England.

**Browning, Robert.** *The Byzantine Empire.* Charles Scribner's Sons, 1980. The Byzantine world from A.D. 500 to fall of Constantinople in 1453.

**Burrell, Roy.** *The Romans: Rebuilding the Past.* Oxford University Press, 1991. A historical outline of ancient Rome.

**Comte, Fernand.** *Sacred Writings of World Religions.* Chambers, 1992. The history, beliefs, and major figures of more than 20 religions, among them Judaism, Islam, and Christianity.

**Dillon, Eilis.** *Rome Under the Emperors.* Tomas Nelson, 1975. Views of Roman society and family life in the time of Trajan, as seen by young people of four different families and social classes.

**Powell, Anton.** *The Rise of Islam.* Warwick Press, 1980. An overview of Islamic culture.

**Tingay, Graham.** *Julius Caesar.* Cambridge University Press, 1991. An account of the life and achievements of Julius Caesar.

#### Unit 4:

**Giles, Frances and Joseph.** *Life in a Medieval Village.* Harper Perennial, 1990. An illustrated look at the way most medieval people passed their lives.

**Haugaard, Erik Christian.** *The Revenge of the Forty-Seven Samurai.* Houghton Mifflin, 1995. The tale of Jiro, a young boy who must aid 47 samurai who are attempting to avenge the unjust death of their lord. This historical novel provides a detailed look at Japanese feudal society.

**Heer, Friedrich.** *Charlemagne and His World.* Macmillan, 1975. Large, lavishly illustrated description of the period.

**McKendrick, Meveena.** *Ferdinand and Isabella.* American Heritage, 1968. Photographs and contemporary paintings help re-create the period.

**Sanders, Tao Tao Liu.** *Dragons, Gods, and Spirits from Chinese Mythology.* NTC, 1997. Collection of myths, legends, and folktales providing insight into the culture and historic development of China.

**Scott, Sir Walter.** *Ivanhoe.* Longmans, Green, and Co., 1897. A twelfth-century story of hidden identity, intrigue, and romance among the English nobility.

**Wisniewski, David.** *Sundiata: Lion King of Mali.* Houghton Mifflin, 1999. Story about the ancient king of Mali and how he defeated his enemies to become the ruler.

#### Unit 5:

**Cowie, Leonard W.** *Martin Luther: Leader of the Reformation (A Pathfinder Biography).* Frederick Praeger, 1969. A detailed biography of Luther.

**Davis, Burke.** *Black Heroes of the American Revolution.* Harcourt, Brace and Jovanovich, 1991. Highlights achievements of African Americans during the Revolution.

**Hibbard, Howard.** *Michelangelo.* Westview Press, 1985. Biography of Michelangelo told through his paintings, poems, and personal letters.

**Hooks, William H.** *The Legend of White Doe.* Macmillan, 1998. Tale about Virginia Dare, the first child of English settlers born in the Americas.

**Lomask, Milton.** *Exploration: Great Lives.* Scribners, 1988. Biographies of explorers.

**Mee, Charles L.** *Daily Life in the Renaissance.* American Heritage, 1975. Works of art showing people in their daily lives.

**O'Dell, Scott.** *The Hawk that Dare Not Hunt by Day.* Houghton Mifflin, 1975. Novel about a boy who helps the reformer Tyndale smuggle his translation of the Bible into England.

**Stuart, Gene S.** *America's Ancient Cities.* National Geographic Society, 1988. An illustrated collection of essays on cultures of North America and Mesoamerica.

# Glossary

absolutism • conquistador

## A

**absolutism** system of rule in which monarchs held total power and claimed to rule by the will of God (p. 686)

**acupuncture** Chinese practice of easing pain by sticking thin needles into patients' skin (p. 246)

**adobe** sun-dried mud brick (p. 591)

**agora** in early Greek city-states, an open area that served as both a market and a meeting place (p. 122)

**alphabet** group of letters that stand for sounds (p. 85)

**anatomy** the study of body structure (p. 305)

**animism** belief that all natural things are alive and have their own spirits (p. 490)

**annul** to cancel (p. 648)

**anthropologist** scientist who studies the physical characteristics and cultures of humans and their ancestors (p. 9)

**anti-Semitism** hatred of Jews (p. 548)

**apostle** early Christian leader who had been chosen by Jesus to spread his message (p. 348)

**aqueduct** human-made channel built to carry water (p. 291)

**archaeologist** scientist who learns about past human life by studying fossils and artifacts (p. 9)

**aristocrat** noble whose wealth came from land ownership (p. 227)

**artifact** weapon, tool, or other item made by humans (p. 9)

**artisan** skilled craftsperson (p. 20)

**astronomer** person who studies stars, planets, and other heavenly bodies (pp. 30, 185)

## B

**barbarian** uncivilized person (p. 435)

**barter** to exchange goods without using money (p. 319)

**bazaar** marketplace (p. 389)

**Brahman** in Hinduism, the universal spirit of which all deities are different parts (p. 203)

**Buddhism** religion founded by Siddhartha Gautama, the Buddha; taught that the way to find truth was to give up all desires (p. 205)

**bureaucracy** a group of appointed officials who are responsible for different areas of government (p. 229)

## C

**caliph** important Muslim political and religious leader (p. 380)

**calligraphy** beautiful handwriting (p. 421); the art of producing beautiful handwriting (p. 501)

**caravan** group of traveling merchants and animals (pp. 30, 373)

**caste** social group that a person is born into and cannot change (p. 199)

**cataract** steep rapids formed by cliffs and boulders in a river (p. 39)

**census** a count of the number of people (p. 432)

**city-state** independent state made up of a city and the surrounding land and villages (p. 19)

**civilization** complex society with cities, organized government, art, religion, class divisions, and a writing system (p. 17)

**clan** group of families related by blood or marriage (pp. 461, 487)

**clergy** religious officials, such as priests, given authority to conduct religious services (pp. 355, 538)

**colony** settlement in a new territory that keeps close ties with its homeland (pp. 121, 666)

**comedy** form of drama in which the story has a happy ending (p. 161)

**commerce** the buying and selling of goods in large amounts over long distances (p. 666)

**concordat** agreement between the pope and the ruler of a country (p. 521)

**confederation** a loose union of several groups or states (p. 592)

**Confucianism** system of beliefs introduced by the Chinese thinker Confucius; taught that people needed to have a sense of duty to their family and community in order to bring peace to society (p. 236)

**conquistador** Spanish conqueror or soldier in the Americas (p. 595)

**constitution** written plan of government (pp. 488, 694)

**consul** one of the two top government officials in ancient Rome (p. 270)

**covenant** agreement (p. 82)

**crier** announcer who calls Muslim believers to prayer five times a day (p. 394)

**cuneiform** Sumerian system of writing made up of wedge-shaped markings (p. 20)

**currency** system of money (p. 294)

**D**

**daimyo** powerful military lord in feudal Japan (p. 496)

**Dao** the proper way Chinese kings were expected to rule under the Mandate of Heaven (p. 230)

**Daoism** Chinese philosophy based on the teachings of Laozi; taught that people should turn to nature and give up their worldly concerns (p. 238)

**deism** religious belief based on reason (p. 685)

**deity** god or goddess (p. 49)

**delta** area of fertile soil at the mouth of a river (p. 39)

**democracy** government in which all citizens share in running the government (p. 126)

**denomination** an organized branch of Christianity (p. 636)

**dharma** in Hinduism, the divine law that requires people to perform the duties of their caste (p. 204)

**dhow** an Arab sailboat (p. 452)

**Diaspora** refers to the scattering of communities of Jews outside their homeland after the Babylonian captivity (p. 96)

**dictator** in ancient Rome, a person who ruled with complete power temporarily during emergencies (p. 271)

**diplomacy** the art of negotiating with other countries (p. 615)

**direct democracy** system of government in which people gather at mass meetings to decide on government matters (p. 139)

**disciple** close follower of Jesus (p. 344)

**doctrine** official church teaching (p. 355)

**domesticate** to tame animals and plants for human use (p. 13)

**drama** story told by actors who pretend to be characters in the story (p. 160)

**E**

**economy** organized way in which people produce, sell, and buy goods and services (p. 410)

**embalming** process developed by the ancient Egyptians of preserving a person's body after death (p. 49)

**empire** group of territories or nations under a single ruler or government (pp. 23, 89)

**epic** long poem that tells about legendary or heroic deeds (p. 157)

**Epicureanism** philosophy founded by Epicurus in Hellenistic Athens; taught that happiness through the pursuit of pleasure was the goal of life (p. 184)

**excommunicate** to declare that a person or group no longer belongs to a church (pp. 361, 521)

**exile** period of forced absence from one's country or home (p. 94)

**export** to sell to another country (p. 666)

**extended family** family group including several generations as well as other relatives (p. 469)

**F**

**fable** short tale that teaches a lesson (p. 158)

**feudalism** political system based on bonds of loyalty between lords and vassals (pp. 497, 523)

**fief** under feudalism, the land a lord granted to a vassal in exchange for military service and loyalty (p. 524)

**filial piety** children's respect for their parents and older relatives, an important part of Confucian beliefs (p. 234)

**fjord** steep-sided valley that is an inlet of the sea (p. 518)

**Forum** open space in Rome that served as a marketplace and public square (p. 306)

**fossil** the trace or imprint of a plant or animal that has been preserved in rock (p. 9)

**G**

**glacier** huge sheet of ice (p. 573)

**gladiator • meditation**

**gladiator** in ancient Rome, person who fought animals and other people as public entertainment (p. 306)

**gospel** (“good news”) one of the four accounts of Jesus’ life, teachings, and resurrection (p. 355)

**grand jury** group that decides whether there is enough evidence to accuse a person of a crime (p. 537)

**griot** storyteller (p. 449)

**guild** medieval business group formed by craftspeople and merchants (pp. 503, 530)

**guru** religious teacher and spiritual guide in Hinduism (p. 201)

**H**

**Hellenistic Era** period when the Greek language and Greek ideas spread to the non-Greek peoples of southwest Asia (p. 178)

**helot** person who was conquered and enslaved by the ancient Spartans (p. 126)

**heresy** belief that differs from or contradicts the accepted teachings of a religion (pp. 547, 643)

**hierarchy** organization with different levels of authority (p. 355)

**hieroglyphics** system of writing made up of thousands of picture symbols developed by the ancient Egyptians (p. 42)

**Hinduism** system of religion that grew out of the religion of the Aryans in ancient India (p. 203)

**historian** person who studies and writes about the human past (p. 9)

**humanism** Renaissance movement based on the values of the ancient Greeks and Romans, such as that individuals and human society were important (p. 619)

**hypothesis** proposed explanation of the facts (p. 679)

**I**

**icon** Christian religious image or picture (p. 359)

**iconoclast** person who opposed the use of icons in Byzantine churches, saying that icons encouraged the worship of idols (p. 360)

**ideograph** a character that joins two or more pictographs to represent an idea (p. 228)

**igloo** dome-shaped home built by the Inuit (p. 590)

**import** to buy from another country (p. 666)

**incense** material burned for its pleasant smell (p. 62)

**indulgence** reduced the Church’s punishment for a sin (p. 634)

**inflation** period of rapidly increasing prices (p. 319)

**invest** to put money into a project (p. 667)

**irrigation** method of bringing water to a field from another place to water crops (p. 18)

**K**

**karma** in Hinduism, the good or bad energy a person builds up based upon whether he or she lives a good or bad life (p. 204)

**knight** in the Middle Ages, a noble warrior who fought on horseback (p. 524)

**L**

**laity** church members who are not clergy (p. 355)

**latifundia** large farming estates in ancient Rome (p. 278)

**legacy** what a person leaves behind when he or she dies (p. 178)

**Legalism** Chinese philosophy developed by Hanfeizi; taught that humans are naturally evil and therefore need to be ruled by harsh laws (p. 239)

**legion** smaller unit of the Roman army made up of about 6,000 soldiers (p. 266)

**limited government** idea that a government may only use the powers given to it by the people (p. 700)

**M**

**mandate** formal order (p. 230)

**martial arts** sports, such as judo and karate, that involve combat and self-defense (p. 499)

**martyr** person willing to die rather than give up his or her beliefs (p. 353)

**mass** Catholic worship service (p. 546)

**matrilineal** refers to a group that traces descent through mothers rather than fathers (p. 469)

**meditation** practice of quiet reflection to clear the mind and find inner peace (p. 499)

**mercantilism** the idea that a country gains power by building up its supply of gold and silver (p. 666)

**messiah** in Judaism, a deliverer sent by God (pp. 101, 344)

**minaret** tower of a mosque from which the crier calls believers to prayer five times a day (p. 394)

**missionary** person who travels to carry the ideas of a religion to others (pp. 363, 520)

**monastery** religious community where monks live and work (pp. 362, 413)

**monopoly** control of all (or almost all) trade or production of a certain good (p. 576)

**monotheism** the belief in one God (p. 81)

**monsoon** in South Asia, a strong wind that blows one direction in winter and the opposite direction in summer (p. 195)

**mosaic** picture made from many bits of colored glass, tile, or stone (p. 333)

**mosque** Muslim house of worship (p. 389)

**mummy** body that has been embalmed and wrapped in linen (p. 50)

**myth** traditional story describing gods or heroes or explaining natural events (p. 155)

## N

**natural law** law that applies to everyone and can be understood by reason (p. 681)

**nirvana** in Buddhism, a state of wisdom and freedom from the cycle of rebirth (p. 205)

**nomad** person who regularly moves from place to place (p. 10)

**novel** long fictional story (p. 432)

## O

**oasis** green area in a desert fed by underground water (p. 373)

**ode** poem that expresses strong emotions about life (p. 304)

**oligarchy** government in which a small group of people holds power (p. 126)

**oracle** sacred shrine where a priest or priestess spoke for a god or goddess (p. 156)

**oral history** the stories passed down from generation to generation (p. 470)

## P

**papyrus** reed plant of the Nile Valley, used to make a form of paper (p. 42)

**parable** story that used events from everyday life to express spiritual ideas (p. 345)

**paterfamilias** (“father of the family”) name for the father as head of the household in ancient Rome (p. 307)

**patrician** wealthy landowner and member of the ruling class in ancient Rome (p. 269)

**Pax Romana** (“Roman Peace”) long era of peace and safety in the Roman Empire (p. 287)

**peninsula** body of land with water on three sides (p. 117)

**persecute** to mistreat a person because of his or her beliefs or differences (p. 353)

**pharaoh** all-powerful king in ancient Egypt (p. 48)

**philosopher** thinker who seeks wisdom and ponders questions about life (pp. 140, 169)

**philosophy** study of the nature and meaning of life; comes from the Greek word for “love of wisdom” (p. 169)

**pictograph** a character that stands for an object (p. 228)

**pilgrim** person who travels to go to a religious shrine or site (p. 213)

**plague** disease that spreads quickly and kills many people (pp. 319, 554)

**plane geometry** branch of mathematics that shows how points, lines, angles, and surfaces relate to one another (p. 185)

**plateau** area of high flat land (p. 446)

**plebeian** member of the common people in ancient Rome (p. 269)

**polis** the early Greek city-state, made up of a city and the surrounding countryside and run like an independent country (p. 122)

**pope** the bishop of Rome, later the head of the Roman Catholic Church (p. 356)

**popular sovereignty** idea that a government receives its power from the people (p. 700)

**porcelain** type of ceramic ware that is made of fine clay and baked at high temperatures (p. 418)

**praetor** important government official in ancient Rome (p. 270)

**predestination • social class**

**predestination** belief that no matter what a person does, the outcome of his or her life is already planned by God (p. 640)

**prophet** person believed to be instructed by God to share God's words (p. 87)

**proverb** wise saying (p. 89)

**province** political district (p. 28)

**pyramid** huge stone structure built by the ancient Egyptians to serve as a tomb (p. 50)

**Q**

**quipu** rope with knotted cords of different lengths and colors (p. 588)

**Quran** holy book of Islam (p. 377)

**R**

**rabbi** Jewish leader and teacher of the Torah (p. 101)

**raja** prince who led an Aryan tribe in India (p. 199)

**rationalism** the belief that reason is the chief source of knowledge (p. 678)

**Reconquista** ("reconquest") Christian struggle to take back the Iberian Peninsula from the Muslims (p. 558)

**reform** change that tries to bring about an improvement (pp. 320, 411)

**Reformation** movement to reform the Catholic Church; led to the creation of Protestantism (p. 634)

**regent** person who acts as a temporary ruler (p. 334)

**reincarnation** rebirth of the soul or spirit in different bodies over time (p. 204)

**Renaissance** ("rebirth") period of renewed interest in art and learning in Europe (p. 609)

**representative democracy** system of government in which citizens choose a smaller group to make laws and governmental decisions on their behalf (p. 139)

**representative government** system of government in which people elect leaders to make laws (p. 694)

**republic** form of government in which the leader is not a king or queen but a person elected by citizens (p. 265)

**resurrection** the act of rising from the dead (p. 347)

**rhetoric** public speaking (p. 307)

**S**

**Sabbath** weekly day of worship and rest for Jews (p. 94)

**saint** Christian holy person (p. 333)

**salvation** the act of being saved from sin and allowed to enter heaven (p. 350)

**samurai** class of warriors in feudal Japan who pledged loyalty to a noble in return for land (p. 494)

**Sanskrit** written language developed by the Aryans (p. 199)

**satire** work that pokes fun at human weaknesses (p. 304)

**satrap** official who ruled a state in the Persian Empire under Darius (p. 133)

**satrapies** the 20 states into which Darius divided the Persian Empire (p. 133)

**savanna** grassy plain (p. 69)

**schism** separation (p. 361)

**scholasticism** medieval way of thinking that tried to bring together reason and faith in studies of religion (p. 550)

**scientific method** orderly way of collecting and analyzing evidence (p. 679)

**scribe** record keeper (p. 20)

**sect** a smaller group with distinct beliefs within a larger religious group (p. 499)

**secular** interested in worldly rather than religious matters (p. 609)

**seminary** school for training and educating priests and ministers (p. 643)

**separation of powers** equal division of power among the branches of government (p. 682)

**serf** peasant laborer bound by law to the lands of a noble (p. 524)

**sheikh** leader of an Arab tribe (p. 373)

**Shiite** Muslim group that accepts only the descendants of Muhammad's son-in-law Ali as rightful rulers of Muslims (p. 382)

**shogun** military ruler of feudal Japan (p. 495)

**shrine** holy place (p. 490)

**social class** group of people who share a similar position in society (p. 233)

**social contract** agreement between rulers and the people upon which a government is based (p. 682)

**Socratic method** way of teaching developed by Socrates that used a question-and-answer format to force students to use their reason to see things for themselves (p. 170)

**solid geometry** branch of mathematics that studies spheres and cylinders (p. 186)

**Sophist** professional teacher in ancient Greece; believed that people should use knowledge to improve themselves and developed the art of public speaking and debate (p. 169)

**specialization** the development of different kinds of jobs (p. 15)

**steppe** wide, rolling, grassy plain (p. 424)

**Stoicism** philosophy founded by Zeno in Hellenistic Athens; taught that happiness came not from following emotions, but from following reason and doing one's duty (p. 184)

**stupa** Buddhist shrine that is shaped like a dome or mound (p. 211)

**subcontinent** large landmass that is part of a continent but distinct from it (p. 195)

**sultan** military and political leader with absolute authority over a Muslim country (pp. 383, 467)

**Sunni** Muslim group that accepts descendants of the Umayyads as rightful rulers of Muslims (p. 382)

**Swahili** refers to the culture and language of East Africa (p. 467)

**synagogue** Jewish house of worship (p. 94)

## T

**tanka** Japan's oldest form of poetry; an unrhymed poem of five lines (p. 501)

**technology** tools and methods used to help humans perform tasks (p. 11)

**terror** violent actions that are meant to scare people into surrendering (p. 426)

**theocracy** government headed by religious leaders (p. 208)

**theology** the study of religion and God (pp. 550, 640)

**theory** an explanation of how or why something happens (p. 671)

**Torah** the laws that, according to the Bible, Moses received from God on Mount Sinai; these laws later became the first part of the Hebrew Bible (p. 82)

**tragedy** form of drama in which a person struggles to overcome difficulties but meets an unhappy end (p. 160)

**treason** disloyalty to the government (pp. 431, 599)

**trial jury** group that decided whether an accused person was innocent or guilty (p. 537)

**tribe** group of related families (pp. 81, 424)

**tribute** payment made by one group or nation to another to show obedience or to obtain peace or protection (pp. 60, 89)

**triumvirate** in ancient Rome, a three-person ruling group (p. 280)

**tyrant** person who takes power by force and rules with total authority (p. 125)

## V

**vassal** in feudalism, a noble who held land from and served a higher-ranking lord, and in return was given protection (pp. 496, 523)

**vault** curved structure of stone or concrete forming a ceiling or roof (p. 303)

**vernacular** everyday language used in a country or region (pp. 552, 620)

**veto** to reject (p. 270)

## W

**warlord** military leader who runs a government (p. 409)

## Z

**Zoroastrianism** Persian religion founded by Zoroaster; taught that humans had the freedom to choose between right and wrong, and that goodness would triumph in the end (p. 133)

# Spanish Glossary

**absolutism / absolutismo • colony / colonia**

## A

**absolutism / absolutismo** sistema de gobierno en que los monarcas tiene poder absoluto y alegan gobernar según decreto divino (pág. 686)

**acupuncture / acupuntura** práctica china para aliviar el dolor clavando la piel de los pacientes con agujas delgadas (pág. 246)

**adobe / adobe** ladrillo de barro secado al sol (pág. 591)

**agora / ágora** en las primeras ciudades-estado griegas, un área abierta que servía tanto de mercado como de lugar de reunión (pág. 122)

**alphabet / alfabeto** grupo de letras que representan sonidos (pág. 85)

**anatomy / anatomía** estudio de la estructura corporal (pág. 305)

**animism / animismo** creencia de que todas las cosas naturales están vivas y tienen sus propios espíritus (pág. 490)

**annul / anular** el acto de invalidar (pág. 648)

**anthropologist / antropólogo** científico que estudia las características físicas y las culturas de los seres humanos y sus antepasados (pág. 9)

**anti-Semitism / antisemitismo** odio hacia los judíos (pág. 548)

**apostle / apóstol** antiguo líder cristiano que fue elegido por Jesús para difundir su mensaje (pág. 348)

**aqueduct / acueducto** canal construido por el hombre para transportar agua (pág. 291)

**archaeologist / arqueólogo** científico que aprende acerca de la vida humana en el pasado estudiando fósiles y artefactos (pág. 9)

**aristocrat / aristócrata** noble cuya riqueza provenía de la propiedad de la tierra (pág. 227)

**artifact / artefacto** arma, herramienta u otro artículo hecho por humanos (pág. 9)

**artisan / artesano** persona hábil artísticamente (pág. 20)

**astronomer / astrónomo** persona que estudia las estrellas, a los planetas y a otros cuerpos celestiales (págs. 30, 185)

## B

**barbarian / bárbaro** persona incivilizada (pág. 435)

**barter / trueque** intercambiar bienes sin utilizar dinero (pág. 319)

**bazaar / bazar** mercado (pág. 389)

**Brahman / Brahman** en el hinduismo, el espíritu universal del que todos los deidades son partes diferentes (pág. 203)

**Buddhism / budismo** religión fundada por Siddhartha Gautama, Buda; enseñó que la manera de hallar la verdad era renunciar a todo deseo (pág. 205)

**bureaucracy / burocracia** grupo de funcionarios designados que son responsables de diferentes áreas del gobierno (pág. 229)

## C

**caliph / califa** importante líder político y religioso musulmán (pág. 380)

**calligraphy / caligrafía** hermosa escritura a mano (pág. 421); el arte de producir tal hermosa escritura (pág. 501)

**caravan / caravana** grupo itinerante de mercaderes y animales (págs. 30, 373)

**caste / casta** grupo social en el que una persona nace y que no puede cambiar (pág. 199)

**cataract / catarata** rápidos empinados formados por precipicios y rocas erosionadas en un río (pág. 39)

**census / censo** conteo del número de personas (pág. 432)

**city-state / ciudad-estado** estado independiente compuesto por una ciudad y la tierra y aldeas circundantes (pág. 19)

**civilization / civilización** sociedad compleja, con ciudades, un gobierno organizado, arte, religión, divisiones de clase y un sistema de escritura (pág. 17)

**clan / clan** grupo de familias relacionadas por sangre o casamiento (págs. 461, 487)

**clergy / clero** funcionarios religiosos, como los sacerdotes, con autoridad concedida para llevar a cabo servicios religiosos (págs. 355, 538)

**colony / colonia** asentamiento en un territorio nuevo que mantiene lazos cercanos con su tierra natal (págs. 121, 666)

**comedy / comedia** • **excommunicate / excomulgar**

**comedy / comedia** forma de drama en el que la historia tiene un final feliz (pág. 161)

**commerce / comercio** compra y venta de bienes en cantidades grandes y a través de largas distancias (pág. 666)

**concordat / concordato** acuerdo entre el Papa y el gobernante de un país (pág. 521)

**confederation / confederación** unión libre de varios grupos o estados (pág. 592)

**Confucianism / confucianismo** sistema de creencias introducidas por el pensador chino Confucio; enseñó que las personas necesitaban tener un sentido del deber hacia su familia y la comunidad para llevar paz a la sociedad (pág. 236)

**conquistador / conquistador** soldado español en las Américas (pág. 595)

**constitution / constitución** plan de gobierno (págs. 488, 694)

**consul / cónsul** uno de los dos altos funcionarios en la Roma antigua (pág. 270)

**covenant / pacto** acuerdo (pág. 82)

**crier / almuecín** anunciador que llama a los creyentes musulmanes a orar cinco veces al día (pág. 394)

**cuneiform / cuneiforme** sistema sumerio de escritura compuesto de símbolos con forma de cuña (pág. 20)

**currency / moneda** sistema monetario (pág. 294)

**D**

**daimyo / daimyo** poderoso señor militar en el Japón feudal (pág. 496)

**Dao / Dao** manera apropiada en la que se esperaba que los reyes chinos gobernarán bajo el Mandato del Cielo (pág. 230)

**Daoism / daoísmo** filosofía china basada en las enseñanzas de Laozi; enseñó que las personas debían volverse a la naturaleza y renunciar a sus preocupaciones terrenales (pág. 238)

**deism / deísmo** doctrina religiosa basada en la razón (pág. 685)

**deity / deidad** dios o diosa (pág. 49)

**delta / delta** área de tierra fértil en la boca de un río (pág. 39)

**democracy / democracia** forma de gobierno en la que todos los ciudadanos participan en la administración del gobierno (pág. 126)

**denomination / denominación** rama organizada del cristianismo (pág. 636)

**dharma / dharma** en el hinduismo, la ley divina que llama a las personas a realizar los deberes de su casta (pág. 204)

**dhow / dhow** velero árabe (pág. 452)

**Diaspora / diáspora** se refiere al esparcimiento de las comunidades de judíos fuera de su tierra natal después del cautiverio babilónico (pág. 96)

**dictator / dictador** en la Roma antigua, una persona que gobernaba temporalmente con poder absoluto durante emergencias (pág. 271)

**diplomacy / diplomacia** el arte de negociar con otros países (pág. 615)

**direct democracy / democracia directa** sistema de gobierno en el que las personas se congregan en reuniones masivas para decidir sobre asuntos de gobierno (pág. 139)

**disciple / discípulo** seguidor de Jesucristo (pág. 344)

**doctrine / doctrina** enseñanza oficial de la iglesia (pág. 355)

**domesticate / domesticar** domar animales y plantas para uso humano (pág. 13)

**drama / drama** historia contada por actores que pretenden ser personajes en la misma (pág. 160)

**dynasty / dinastía** línea de gobernantes de la misma familia (págs. 44, 210, 226)

**E**

**economy / economía** manera organizada en la que las personas producen, venden y compran bienes y servicios (pág. 410)

**embalming / embalsamado** proceso desarrollado por los antiguos egipcios para la conservación del cuerpo de una persona después de muerta (pág. 49)

**empire / imperio** grupo de territorios o naciones bajo un mismo mandatario o gobierno (págs. 23, 89)

**epic / epopeya** poema largo que cuenta acerca de actos legendarios o heroicos (pág. 157)

**Epicureanism / epicureísmo** filosofía fundada por Epicuro en la Atenas helenista; enseñó que la felicidad a través de la persecución del placer era la meta de la vida (pág. 184)

**excommunicate / excomulgar** declarar que una persona o grupo no pertenece más a la iglesia (págs. 361, 521)

**exile / exilio • invest / invertir**

**exile / exilio** período de ausencia forzada de una persona de su país u hogar (pág. 94)

**export / exportar** vender a otro país (pág. 666)

**extended family / familia extendida** grupo familiar que incluye a varias generaciones así como a otros parientes (pág. 469)

**F**

**fable / fábula** cuento corto que enseña una lección (pág. 158)

**feudalism / feudalismo** sistema político basado en lazos de lealtad entre señores y vasallos (págs. 497, 523)

**fief / feudo** bajo el feudalismo, la tierra que un señor otorgaba a un vasallo a cambio de su servicio militar y lealtad (pág. 524)

**filial piety / piedad filial** el respeto de los niños para sus padres y parientes mayores, una parte importante de las creencias confucianas (pág. 234)

**fjord / fiordo** valle de paredes abruptas que es una bahía del mar (pág. 518)

**Forum / Foro** espacio abierto en Roma que servía como mercado y plaza pública (pág. 306)

**fossil / fósil** huella o impresión de una planta o animal que se ha conservado en piedra (pág. 9)

**G**

**glacier / glaciar** masa inmensa de hielo (pág. 573)

**gladiator / gladiador** en la Roma antigua, persona que peleaba contra animales y otras personas como entretenimiento público (pág. 306)

**gospel / evangelio** (“buena nueva”) uno de los cuatro relatos sobre la vida, enseñanzas y resurrección de Jesucristo (pág. 355)

**grand jury / gran jurado** grupo que decide si hay suficiente evidencia para acusar a una persona de un delito (pág. 537)

**griot / griot** narrador en poblados africanos (pág. 449)

**guild / gremio** grupo medieval de negocios formado por artesanos y mercaderes (págs. 503, 530)

**guru / gurú** maestro religioso y guía espiritual en el hinduismo (pág. 201)

**H**

**Hellenistic Era / Era helenista** período cuando el idioma y las ideas griegas se esparcieron a los habitantes no griegos del suroeste de Asia (pág. 178)

**helot / ilota** persona conquistada y esclavizada por los espartanos antiguos (pág. 126)

**heresy / herejía** creencia que difiere de las enseñanzas aceptadas de una religión o que las contradice (págs. 547, 643)

**hierarchy / jerarquía** organización con diferentes niveles de autoridad (pág. 355)

**hieroglyphics / jeroglíficos** sistema de escritura compuesto por miles de símbolos gráficos desarrollados por los antiguos egipcios (pág. 42)

**Hinduism / hinduismo** sistema religioso que se originó a partir de la religión de los arios en la antigua India (pág. 203)

**historian / historiador** persona que estudia y escribe acerca del pasado humano (pág. 9)

**humanism / humanismo** movimiento del renacimiento basado en las ideas y los valores de los antiguos romanos y griegos, de tal manera que los individuos y la sociedad humana eran importantes (pág. 619)

**hypothesis / hipótesis** explicación que se propone de los hechos (pág. 679)

**I**

**icon / icono** imagen o retrato religioso cristiano (pág. 359)

**iconoclast / iconoclasta** persona que se oponía al uso de ídolos en las iglesias bizantinas, aludiendo que los iconos alentaban el culto de ídolos (pág. 360)

**ideograph / ideografía** un carácter que une dos o más pictografías para representar una idea (pág. 228)

**igloo / iglú** casa con forma de domo construida por los inuitas (pág. 590)

**import / importar** comprar de otro país (pág. 666)

**incense / incienso** material que al quemarse despidió un olor agradable (pág. 62)

**indulgence / indulgencia** reducía la penitencia de la Iglesia por un pecado (pág. 634)

**inflation / inflación** período de incremento rápido de precios (pág. 319)

**invest / invertir** poner dinero en un proyecto (pág. 667)

**irrigation / irrigación** método para llevar agua de otro lugar a un campo para regar las cosechas (pág. 18)

**K**

**karma / karma** en el hinduismo, la energía buena o mala que una persona desarrolla según si vive una vida buena o mala (pág. 204)

**knight / caballero** en la Edad Media, un guerrero noble que peleaba a caballo (pág. 524)

**L**

**laity / laicado** miembros de iglesia que no constituyen el clero (pág. 355)

**latifundia / latifundios** grandes propiedades agrícolas en la Roma antigua (pág. 278)

**legacy / legado** lo que una persona deja cuando muere (pág. 178)

**Legalism / legalismo** filosofía china desarrollada por Hanfeizi; enseñó que los humanos son naturalmente malos y por lo tanto necesitaban ser gobernados por leyes duras (pág. 239)

**legion / legión** unidad más pequeña del ejército romano, compuesta por aproximadamente 6,000 soldados (pág. 266)

**limited government / gobierno limitado** idea de que un gobierno sólo puede usar los poderes cedidos por los ciudadanos (pág. 700)

**M**

**mandate / mandato** orden formal (pág. 230)

**martial arts / artes marciales** deportes, como el judo y el karate, que involucran combate y defensa personal (pág. 499)

**martyr / mártir** persona dispuesta a morir antes que renunciar a sus creencias (pág. 353)

**mass / misa** servicio de culto Católico (pág. 546)

**matrilineal / matrilineal** se refiere a un grupo de personas que busca su ascendencia a través de las madres más que de los padres (pág. 469)

**meditation / meditación** práctica de reflexión silenciosa para aclarar la mente y encontrar la paz interior (pág. 499)

**mercantilism / mercantilismo** doctrina según la cual un país obtiene poder al amasar un abastecimiento de oro y plata (pág. 666)

**messiah / mesías** en el judaísmo, un salvador mandado por Dios (págs. 101, 344)

**minaret / minarete** torre de una mezquita desde donde el almuecín llama a los creyentes a la oración cinco veces al día (pág. 394)

**missionary / misionero** persona que viaja para llevar las ideas de una religión a otros (págs. 363, 520)

**monastery / monasterio** comunidad religiosa donde los monjes viven y trabajan (págs. 362, 413)

**monopoly / monopolio** el control de todo (o casi todo) el comercio o la producción de ciertos bienes (pág. 576)

**monotheism / monoteísmo** la creencia en un solo dios (pág. 81)

**monsoon / monzón** en la Asia del sur, un viento fuerte que sopla en una dirección en el invierno y en la dirección opuesta en el verano (pág. 195)

**mosaic / mosaico** figura hecha con muchos trozos de vidrios de colores, azulejo o piedra (pág. 333)

**mosque / mezquita** casa de culto musulmana (pág. 389)

**mummy / momia** cuerpo que se ha embalsamado y envuelto en lino (pág. 50)

**myth / mito** cuento tradicional que describe dioses o a héroes o explica eventos naturales (pág. 155)

**N**

**natural law / ley natural** ley que se aplica a todos y la cual puede entenderse por razonamiento (pág. 681)

**nirvana / nirvana** en el budismo, un estado de sabiduría y libertad del ciclo del renacimiento (pág. 205)

**nomad / nómada** persona que regularmente se mueve de un lugar a otro (pág. 10)

**novel / novela** historia ficticia larga (pág. 432)

**O**

**oasis / oasis** área verde en un desierto, alimentada por agua subterránea (pág. 373)

**ode / oda** poema que expresa emociones fuertes acerca de la vida (pág. 304)

**oligarchy / oligarquía** gobierno en el que un grupo pequeño de personas mantiene el poder (pág. 126)

**oracle / oráculo • Reformation / Reforma**

**oracle / oráculo** templo sagrado en donde un sacerdote o sacerdotisa hablaban a nombre de un dios o diosa (pág. 156)

**oral history / historia oral** historias transmitidas de generación en generación (pág. 470)

**P**

**papyrus / papiro** planta de juncos del Valle de Nilo, empleada para hacer un tipo de papel (pág. 42)

**parable / parábola** historia que usa acontecimientos de la vida diaria para expresar ideas espirituales (pág. 345)

**paterfamilias / paterfamilias** (“padre de la familia”) nombre dado al padre como cabeza de la casa en la Roma antigua (pág. 307)

**patrician / patrício** hacendado poderoso y miembro de la clase gobernante en la Roma antigua (pág. 269)

**Pax Romana / Paz Romana** era prolongada de paz y seguridad en el Imperio Romano (pág. 287)

**peninsula / península** extensión territorial rodeada de agua en tres lados (pág. 117)

**persecute / perseguir** maltratar a una persona a causa de sus creencias o diferencias (pág. 353)

**pharaoh / faraón** rey todopoderoso en el antiguo Egipto (pág. 48)

**philosopher / filósofo** pensador que busca la sabiduría y formula preguntas acerca de la vida (págs. 140, 169)

**philosophy / filosofía** estudio de la naturaleza y significando de la vida; viene de la palabra griega que significa “amor a la sabiduría” (pág. 169)

**pictograph / pictografía** carácter que representa a un objeto (pág. 228)

**pilgrim / peregrino** persona que viaja para ir a un relicario o sitio religioso (pág. 213)

**plague / peste** enfermedad que se esparce rápidamente y mata a muchas personas (págs. 319, 554)

**plane geometry / geometría plana** rama de las matemáticas que muestra cómo se relacionan los puntos, las líneas, los ángulos y las superficies (pág. 185)

**plateau / meseta** área de tierra alta y plana (pág. 446)

**plebeian / plebeyo** miembro de las personas comunes en la Roma antigua (pág. 269)

**polis / polis** antigua ciudad-estado griega, compuesta de una ciudad y las áreas circundantes y gobernada como un país independiente (pág. 122)

**pope / Papa** el obispo de Roma, posteriormente, la cabeza de la iglesia católica romana (pág. 356)

**popular sovereignty / soberanía popular** idea de que un gobierno recibe su poder de los ciudadanos (pág. 700)

**porcelain / porcelana** tipo de artículo de cerámica hecho de arcilla fina y horneado a altas temperaturas (pág. 418)

**praetor / pretor** importante funcionario de gobierno en la Roma antigua (pág. 270)

**predestination / predestinación** creencia de que sea lo que sea que haga una persona, el resultado de su vida ya ha sido planificado por Dios (pág. 640)

**prophet / profeta** persona de quien se cree haber sido instruida por Dios para compartir Sus palabras (pág. 87)

**proverb / proverbio** dicho sabio (pág. 89)

**province / provincia** distrito político (pág. 28)

**pyramid / pirámide** inmensa estructura de piedra construida por los antiguos egipcios para utilizarse como una tumba (pág. 50)

**Q**

**quipu / quipu** lazo con cuerdas anudadas de longitudes y colores diferentes (pág. 588)

**Quran / Corán** libro sagrado del Islam (pág. 377)

**R**

**rabbi / rabino** líder judío y maestro del Torá (pág. 101)

**raja / rajá** príncipe que dirigió a una tribu aria en la India (pág. 199)

**rationalism / racionalismo** la creencia de que la razón es la fuente principal del conocimiento (pág. 678)

**Reconquista** (“reconquest”) / **Reconquista** lucha cristiana para recuperar la península Ibérica de los musulmanes (pág. 558)

**reform / reforma** cambio que intenta producir una mejora (págs. 320, 411)

**Reformation / Reforma** movimiento para reformar la iglesia católica; condujo a la creación del protestantismo (pág. 634)

**regent / regente** persona que opera como un gobernante temporal (pág. 334)

**reincarnation / reencarnación** renacimiento del alma o el espíritu en cuerpos diferentes a través del tiempo (pág. 204)

**Renaissance / Renacimiento** ("nacer de nuevo") período en que se renovó el interés en las artes y el conocimiento en Europa (pág. 609)

**representative democracy / democracia representativa** sistema de gobierno en el que los ciudadanos escogen a un grupo más pequeño para promulgar leyes y tomar decisiones gubernamentales en su nombre (pág. 139)

**representative government / gobierno representativo** sistema de gobierno en que los ciudadanos eligen a sus líderes para promulgar leyes (pág. 694)

**republic / república** forma de gobierno en la que el líder no es un rey ni una reina sino una persona elegida por los ciudadanos (pág. 265)

**resurrection / resurrección** acto de volver a la vida (pág. 347)

**rhetoric / retórica** hablar en público (pág. 307)

## S

**Sabbath / sabbat** día semanal de culto y descanso para los judíos (pág. 94)

**saint / santo** persona cristiana santificada (pág. 333)

**salvation / salvación** acto de ser salvado del pecado y aceptado para entrar al cielo (pág. 350)

**samurai / samurai** clase de guerreros en el Japón feudal que prometía lealtad a un noble a cambio de tierra (pág. 494)

**Sanskrit / Sánscrito** idioma escrito desarrollado por los arios (pág. 199)

**satire / sátira** obra que hace burla de las debilidades humanas (pág. 304)

**satrap / sátrapas** funcionario que gobernaba un estado en el Imperio pérsico durante la época de Darío (pág. 133)

**satrapies / satrapies** los 20 estados en los cuales Darío dividió al Imperio pérsico (pág. 133)

**savanna / sabana** llanura cubierta de hierba (pág. 69)

**schism / cisma** separación (pág. 361)

**scholasticism / escolasticismo** forma de pensamiento medieval que trató de unir a la razón y a la fe en estudios religiosos (pág. 550)

**scientific method / método científico** manera organizada de recoger y analizar pruebas (pág. 679)

**scribe / escriba** conservador de registros (pág. 20)

**sect / secta** un grupo más pequeño con creencias distintas dentro de un grupo religioso más grande (pág. 499)

**secular / secular** que se interesa en bienes materiales en lugar de asuntos religiosos (pág. 609)

**seminary / seminario** escuela en donde se entran y se educan a los sacerdotes y los ministros (pág. 643)

**separation of powers / separación de poderes** división equitativa de los poderes entre las ramas del gobierno (pág. 682)

**serf / siervo** trabajador campesino atado por ley a las tierras de un noble (pág. 524)

**sheikh / jeque** líder de una tribu árabe (pág. 373)

**Shiite / chiíta** grupo musulmán que acepta sólo a los descendientes de Ali, el hijo político de Mahoma, como auténticos líderes de los musulmanes (pág. 382)

**shogun / shogun** gobernante militar del Japón feudal (pág. 495)

**shrine / santuario** lugar sagrado (pág. 490)

**social class / clase social** grupo de personas que comparten una posición semejante en la sociedad (pág. 233)

**social contract / contrato social** acuerdo entre mandatarios y ciudadanos sobre el cual se basa un gobierno (pág. 682)

**Socratic method / método socrático** método de enseñanza desarrollado por Sócrates que emplea un formato de pregunta y respuesta para forzar a los estudiantes a utilizar su razonamiento para ver las cosas por sí mismos (pág. 170)

**solid geometry / geometría sólida** rama de las matemáticas que estudia a las esferas y los cilindros (pág. 186)

**Sophist / Sofista** maestro profesional en Grecia antigua; creían que las personas deben utilizar el conocimiento para mejorarse a sí mismas y desarrollaron el arte de hablar en público y el debate (pág. 169)

**specialization / especialización** desarrollo de diferentes tipos de trabajos (pág. 15)

**steppe / estepa • Zoroastrianism / zoroastrismo**

**steppe / estepa** ancha planicie ondeada cubierta de hierba (pág. 424)

**Stoicism / estoicismo** filosofía fundada por Zeno en la Atenas Helenista; enseñaba que la felicidad provenía no de seguir a las emociones, sino a la razón y de cumplir con nuestro deber (pág. 184)

**stupa / estupa** templo budista con forma de cúpula o montículo (pág. 211)

**subcontinent / subcontinente** gran masa de tierra que forma parte de un continente pero está separada de él (pág. 195)

**sultan / sultán** líder político y militar con autoridad absoluta sobre un país musulmán (págs. 383, 467)

**Sunni / sunita** grupo musulmán que sólo acepta a descendientes de los omeyas como auténticos gobernantes de los musulmanes (pág. 382)

**Swahili / suajili** se refiere a la cultura e idioma de África Oriental (pág. 467)

**synagogue / sinagoga** casa de culto judía (pág. 94)

**T**

**tanka / tanka** forma más antigua de poesía en Japón; poema sin rima de cinco líneas (pág. 501)

**technology / tecnología** instrumentos y métodos utilizados para ayudar a los humanos a realizar tareas (pág. 11)

**terror / terror** acciones violentas para atemorizar personas para que rendirse (pág. 426)

**theocracy / teocracia** gobierno dirigido por líderes religiosos (pág. 208)

**theology / teología** el estudio de la religión y de Dios (págs. 550, 640)

**theory / teoría** explicación de cómo o por qué ocurre algo (pág. 671)

**Torah / Torá** las leyes que, según la Biblia, Moisés recibió de Dios en el monte Sinaí; estas leyes se convirtieron después en la primera parte de la Biblia hebrea (pág. 82)

**tragedy / tragedia** forma de drama en la que una persona se esfuerza para vencer dificultades pero encuentra un final infeliz (pág. 160)

**treason / traición** deslealtad al gobierno (págs. 431, 599)

**trial jury / jurado** grupo que decide si una persona acusada es inocente o culpable (pág. 537)

**tribe / tribu** grupo de familias relacionadas (págs. 81, 424)

**tribute / tributo** pago realizado por un grupo o nación a otra para mostrar obediencia o para obtener paz o protección (págs. 60, 89)

**triumvirate / triunvirato** en la Roma antigua, un grupo gobernante de tres personas (pág. 280)

**tyrant / tirano** persona que toma el poder por la fuerza y gobierna con autoridad total (pág. 125)

**V**

**vassal / vasallo** en el feudalismo, un noble que ocupaba la tierra de un señor de más alto rango y lo servía, y a cambio le daba protección (págs. 496, 523)

**vault / bóveda** estructura curva de piedra o cemento que forma un techo (pág. 303)

**vernacular / vernáculo** idioma cotidiano empleado en un país o región (págs. 552, 620)

**veto / voto** rechazar (pág. 270)

**W**

**warlord / caudillo** líder militar que dirige un gobierno (pág. 409)

**Z**

**Zoroastrianism / zoroastrismo** religión persa fundada por Zoroastro; enseñaba que los humanos tenían la libertad de escoger entre lo correcto y lo incorrecto, y que la bondad triunfaría al final (pág. 133)

## Aachen • Athens

*A Gazetteer (GA•zuh•TIHR) is a geographic index or dictionary. It shows latitude and longitude for cities and certain other places. Latitude and longitude are shown in this way: 48°N 2°E, or 48 degrees north latitude and two degrees east longitude. This Gazetteer lists most of the world's largest independent countries, their capitals, and several important geographic features. The page numbers tell where each entry can be found on a map in this book. As an aid to pronunciation, most entries are spelled phonetically.*

### A

**Aachen** [AH•kuhn] City in Germany near the Belgian and Dutch borders; capital of Charlemagne's Frankish empire. 50°N 6°E (pp. 512, 516)

**Actium** [AK•shee•uhm] Cape on the western coast of Greece. 37°N 23°E (p. 297)

**Aden** Port city of the Red Sea in southern Yemen. 12°N 45°E (p. 433)

**Aden, Gulf of** Western arm of the Arabian Sea, between Yemen, Somalia, and Djibouti. 11°N 45°E (p. 445)

**Adrianople** [AY•dree•uh•NOH•puhl] Ancient city in northwestern Turkey, now called Edirne. 41°N 26°E (p. 323)

**Adriatic** [AY•dree•A•tihk] **Sea** Arm of Mediterranean Sea between Italy and the Balkan Peninsula. 44°N 14°E (pp. 144, 263, 269, 274, 293, 516, 548, 609, 653, 688)

**Aegean** [ih•JEE•uhn] **Sea** Gulf of the Mediterranean Sea between Greece and Asia Minor, north of Crete. 39°N 24°E (pp. 117, 134, 144, 149, 176, 548)

**Afghanistan** [af•GÄ•nuh•STAN] Central Asian country west of Pakistan. 33°N 63°E (pp. R3, R19, 176, 198)

**Africa** Second-largest continent, south of Europe between the Atlantic and Indian Oceans. 10°N 22°E (pp. R2, R3, R4, R5, R20, R21, 33, 109, 262, 263, 269, 274, 293, 297, 352, 358, 361, 367, 380, 385, 433, 444, 446, 449, 460, 463, 468, 469, 473, 479, 518, 554, 565, 573, 658, 662, 668)

**Agincourt** [A•juhn•KOHRT] Village in northern France. 52°N 6°E (pp. 557, 561)

**Agra** [AH•gruh] City in northern India, site of the Taj Mahal. 27°N 78°E (p. 394)

**Ahaggar** [uh•HAH•guhr] **Mountains** Arid, rocky, upland region in southern Algeria in the center of the Sahara. 25°N 6°E (p. 445)

**Alaska** Largest state in the United States, located in the extreme northwestern region of North America. 65°N 150°W (pp. R2, R4)

**Albania** [al•BAY•nee•uh] Country on the Adriatic Sea, south of Yugoslavia. 42°N 20°E (p. R3)

**Albany** Capital city of New York. 42°N 73°W (p. 694)

**Alexandria** [A•lihg•ZAN•dree•uh] City and major seaport in northern Egypt in the Nile River delta. 31°N 29°E (pp. 176, 179, 182, 189, 246, 293, 323, 329, 352, 361, 367, 374)

**Algeria** [al•JIHR•ee•uh] Country in North Africa. 29°N 1°E (pp. R2, R3)

**Algiers** [al•JIHRZ] Capital city of Algeria, largest Mediterranean port of northwestern Africa. 36°N 2°E (pp. R3, 385)

**Alps** Mountain system of south central Europe. 46°N 9°E (pp. 263, 269, 274, 513, 514, 609, 653)

**Altay Mountains** Mountain range in Asia. 49°N 87°E (pp. R5, 225)

**Altun Mountains** Range of mountains that are a part of the Kunlun Shan in China. 35°N 83°E (p. 225)

**Amazon River** River in northern South America, largely in Brazil, second-longest river in the world. 2°S 53°W (pp. R2, R4, 473, 565, 577)

**Amsterdam** Capital of the Netherlands. 52°N 4°E (p. 548)

**Amu Darya** [AH•moo DAHR•yuh] Largest river of central Asia. 38°N 64°E (p. 198)

**Andes** [AN•deez] Mountain range along the western edge of South America. 13°S 75°W (pp. R4, R15, 577)

**Angola** [ang•GOH•luh] Southern African country north of Namibia. 14°S 16°E (p. R3)

**Antarctica** Fifth-largest of the earth's seven continents; it surrounds the South Pole. 80°S 127°E (pp. R3, R5)

**Antioch** [AN•tee•AHK] Ancient capital of Syria, now a city in southern Turkey. 36°N 36°E (pp. 246, 352, 361, 367, 542)

**Antwerp** [ANT•WUHRP] City in northern Belgium. 51°N 4°E (p. 548)

**Anyang** [AHN•YAHING] City in northern China, was China's first capital. 36°N 114°E (pp. 224, 226, 251)

**Apennines** [A•puh•NYNZ] Mountain range that runs through Italy. 43°N 11°E (pp. 263, 269, 609, 653)

**Appalachian Mountains** Mountain system of eastern North America. 38°N 82°W (pp. R4, R11, 590, 694)

**Arabia** Desert peninsula of southwestern Asia across the Red Sea to Africa. 27°N 32°E (pp. R18, R19, 17, 70, 109, 246, 329, 380, 385, 425, 433, 554)

**Arabian Desert** Arid region in eastern Egypt; also called the Eastern Desert. 22°N 45°E (pp. R18, R19, 17, 28, 39, 75)

**Arabian Peninsula** Great desert peninsula in extreme southwestern Asia. 28°N 40°E (pp. R5, R18, R19, 374, 445, 448, 452)

**Arabian Sea** Portion of the Indian Ocean between the Arabian Peninsula and the subcontinent of India. 16°N 65°E (pp. R3, R5, R19, 109, 176, 193, 195, 198, 210, 213, 219, 246, 374, 380, 409, 425, 433, 452, 554, 565)

**Aragon** Region and former kingdom in northeastern Spain. 42°N 1°W (p. 538)

**Aral** [AR•uhl] **Sea** Large saltwater lake, or inland sea, in central Asia. 45°N 60°E (pp. R3, R5, 132, 198, 246, 380, 383, 397, 424, 425, 554)

**Arctic Ocean** Smallest of the earth's four oceans. 85°N 170°E (pp. R2, R3, 573, 590)

**Argentina** [AHR•juhn•TEE•nuh] South American country east of Chile. 36°S 67°W (pp. R2, R14)

**Arkansas River** River in the western United States, a major tributary of the Mississippi River. 38°N 100°W (pp. R11, 663)

**Asia** Largest of the earth's seven continents. 50°N 100°E (pp. R22, R23, 13, 17, 33, 409, 424, 439, 518, 565, 573, 662)

**Asia Minor** Region of the ancient world, roughly corresponding to present-day Turkey. 38°N 31°E (pp. R22, 17, 28, 117, 121, 132, 176, 179, 189, 269, 274, 277, 292, 293, 297, 323, 327, 329, 342, 352, 358, 361, 367, 374, 380, 385, 542)

**Assyria** [uh•SIHR•ee•uh] Ancient country in Asia that included the Tigris River valley in Mesopotamia. 35°N 42°E (p. 28)

**Astrakhan** [AS•truh•KAN] City in southern European Russia on the Volga River near the Caspian Sea. 46°N 48°E (p. 554)

**Athens** Capital of Greece, an ancient city-state. 38°N 23°E (pp. 117, 121, 124, 125, 134, 138, 144, 149, 154, 176, 182, 293)

## Atlantic Ocean • Carpathian Mountains

**Atlantic Ocean** Second-largest body of water in the world. 5°S 25°W (pp. R2–9, R11, R13–16, R20–22, 13, 121, 269, 293, 323, 329, 337, 352, 361, 385, 463, 469, 473, 479, 513, 514, 516, 518, 538, 542, 555, 557, 561, 565, 573, 577, 590, 639, 645, 662, 663, 668, 691, 694, 695, 703)

**Atlas Mountains** Mountain range in northwestern Africa on the northern edge of the Sahara. 31°N 5°W (pp. R20, R21, 445)

**Australia** Island continent southeast of Asia. 25°S 135°W (pp. R3, R5, 13, 33, 662)

**Austria** [AW•tree•uh] Country in central Europe. 47°N 12°E (pp. R3, R16, 385, 548, 639, 688)

**Axum** [AHK•soom] Ancient kingdom in northeastern Africa. 14°N 38°E (p. 451)

**Azores** [AY•ZOHrz] Group of nine islands in the North Atlantic Ocean. 37°N 29°W (pp. R2, R4, R20, R21)

## B

**Babylon** [BA•buh•luhn] Once the world's largest and richest city, on the banks of the Euphrates River in northern Mesopotamia. 32°N 45°E (pp. 16, 17, 26, 28, 86, 93, 132, 174, 176)

**Baghdad** [BAG•DAD] Capital city of Iraq. 33°N 44°E (pp. R3, 374, 379, 380, 383, 385, 397, 423, 425, 452, 554)

**Bahamas** [buh•HAH•muhz] Country made up of many islands between Cuba and the United States. 23°N 74°W (pp. R2, R4, R13, 662)

**Balkan** [BAWL•kuhn] **Peninsula** Peninsula in southeastern Europe bounded on the east by the Black and Aegean Seas, on the south by the Mediterranean Sea, and on the west by the Adriatic and Ionian Seas. 42°N 20°E (pp. 117, 327, 329)

**Baltic** [BAWL•tihk] **Sea** Sea in northern Europe connected to the North Sea. 55°N 17°E (pp. R3, R5, R16, R17, 513, 518, 538, 548, 555, 645, 688, 703)

**Baltimore** City in northern Maryland in the United States. 39°N 77°W (p. 694)

**Bangkok** [BANG•KAHK] Capital of Thailand. 14°N 100°E (pp. R3, 433)

**Bangladesh** [BAHNG•gluh•DEHSH] South Asian country bounded by Myanmar and India. 24°N 90°E (pp. R3, 198)

**Barcelona** City in northeastern Spain. 41°N 2°E (p. 555)

**Bay of Bengal** Arm of the Indian Ocean between India and the Malay Peninsula on the east. 17°N 87°E (pp. R3, R5, R22, R23, 109, 193, 195, 210, 213, 246, 409, 411, 425, 433, 439, 565, 667)

**Beijing** [BAY•JIHNG] Capital of China. 40°N 116°E (pp. R3, 409, 411, 423, 424, 425, 430, 431, 439, 554)

**Belgium** [BEHL•juhm] Country in northwestern Europe. 51°N 5°E (pp. R3, R16, 703)

**Belgrade** [BEHL•GRAYD] Capital of Yugoslavia. 45°N 21°E (pp. 548, 555, 688)

**Belize** [buh•LEEZ] Central American country east of Guatemala. 18°N 89°W (pp. R2, R13, 583)

**Bering Sea** Part of the North Pacific Ocean, situated between the Aleutian Islands on the south and the Bering Strait, which connects it with the Arctic Ocean, on the north. 55°N 175°E (pp. R2, R3, R4, R5, R23, 573)

**Butan** [boo•TAHN] South Asian country northeast of India. 27°N 91°E (pp. R3, R22, R23, 198)

**Bialystok** [bee•AH•lih•STAWK] City in northeastern Poland. 53°N 23°E (p. 548)

**Black Sea** Inland sea between southeastern Europe and Asia Minor. 43°N 32°E (pp. R3, R5, R17, R18, 109, 121, 132, 144, 176, 179, 189, 246, 255, 269, 274, 292, 293, 297, 323, 329, 352, 361, 367, 374, 380, 383, 385, 397, 425, 513, 518, 538, 542, 554, 565, 639)

**Bohemia** Historical region and former kingdom in what is now the Czech Republic. 49°N 13°E (pp. 639, 645, 688)

**Bombay** Port city in western India, now called Mumbai. 18°N 72°E (p. 667)

**Bordeaux** [bawr•DOH] City in southwestern France. 44°N 0°W (pp. 557, 561)

**Borneo** Third-largest island in the world, located in the Malay Archipelago in southeastern Asia. 0°N 112°E (pp. R3, 246, 425, 433, 554, 667)

**Boston** Capital of Massachusetts. 42°N 71°W (pp. 691, 694, 695)

**Brazil** Largest country in South America. 9°S 53°W (pp. R2, 473)

**Britain** Largest island in the British Isles. 54°N 4°W (pp. R2–3, R4–5, R16, 286, 293, 297, 302, 317, 323, 352, 358, 361, 695)

**Bruges** [BROOZH] City in northwestern Belgium. 51°N 3°E (p. 522)

**Buda** [BOO•duh] Town in Hungary that combined with Pest and Óbuda in 1873 to form Budapest. 47°N 19°E (p. 688)

**Budapest** [BOO•duh•PEHST] Capital of Hungary. 47°N 19°E (p. 703)

**Bulgaria** [BUHL•GAR•ee•uh] Country in southeastern Europe on the Balkan Peninsula. 42°N 24°E (pp. R3, R17, 176)

**Byblos** [BIH•bluhs] Ancient city of Phoenicia on the Mediterranean Sea, near present-day Beirut, Lebanon. 34°N 35°E (pp. 17, 90, 105, 132)

**Byzantine** [BIH•zuhn•TEEN] **Empire** Eastern part of the Roman Empire that survived after the breakup of the western part of the empire in the A.D. 400s; Constantinople was its capital. 41°N 29°E (pp. 383, 518, 538, 542)

**Byzantium** [buh•ZAN•tee•uhm] Ancient city that became the capital of the Eastern Roman Empire; was later renamed Constantinople and is now called Istanbul. 41°N 29°E (p. 293)

## C

**Cahokia** [kuh•HOH•keeuh] City in southwestern Illinois on the Mississippi River near St. Louis; largest city of the Mississippian Mound Builders. 38°N 90°W (p. 572)

**Cairo** [KY•roh] Capital of Egypt. 31°N 32°E (pp. R3, 380, 385, 452, 479)

**Calcutta** City in eastern India, now known as Kolkata. 22°N 88°E (p. R3)

**Calicut** Seaport on the Arabian Sea in southwestern India, now called Kozhikode. 11°N 75°E (pp. 433, 662, 667)

**California** State in the western United States. 36°N 120°W (pp. R6, R8)

**Campania** [kam•PAY•nyuh] Region in southern Italy on the Tyrrhenian Sea. 41°N 14°E (p. 263)

**Canada** Country in North America north of the United States. 50°N 100°W (pp. R2, R6, R7)

**Cannae** [KA•nee] Ancient town in southern Italy where Hannibal defeated the Romans in 216 B.C. 41°N 16°E (p. 274)

**Canterbury** [KAN•tuhr•BEHR•ee] City in Kent in southeastern England; site of an early Christian cathedral. 51°N 1°E (p. 645)

**Caribbean** [KAR•uh•BEE•uhn] **Sea** Part of the Atlantic Ocean bordered by the West Indies, South America, and Central America. 15°N 76°W (pp. R2, R4, 473, 565, 590, 662, 663, 691)

**Carpathian** [kahr•PAY•thee•uhn] **Mountains** Mountain system in central and Eastern Europe. 49°N 20°E (p. 513)

**Carthage** [KAHR•thihj] Ancient city on the northern coast of Africa. 37°N 10°E (pp. 263, 268, 269, 274, 292, 293, 297, 329, 337, 367, 514)

**Caspian** [KAS•pee•uhn] **Sea** Saltwater lake in southeastern Europe and southwestern Asia, the largest inland body of water in the world. 40°N 52°E (pp. R3, R5, R17, 17, 109, 132, 176, 179, 198, 246, 255, 293, 297, 329, 361, 374, 380, 383, 385, 397, 424, 425, 513, 518, 542, 554, 565)

**Castile** Former kingdom in Spain. 39°N 3°E (p. 538)

**Çatal Hüyük** [chah•TAHL hoo•YOOK] Early Neolithic community in present-day Turkey. 38°N 35°E (p. 8)

**Caucasus** [KAW•kuh•suhs] **Mountains** Range of mountains between the Caspian and Black Seas. 43°N 42°E (pp. R17, 374)

**Ceylon** [sih•LAHN] Country in the Indian Ocean south of India, now called Sri Lanka. 8°N 82°E (pp. R22, 433, 667)

**Chaco Canyon** Center of Anasazi civilization in present-day New Mexico. 36°N 108°W (p. 578)

**Chæronea** [KEHR•uh•NEE•uh] Ancient town in Greece near Thebes. 38°N 22°E (p. 176)

**Changan** [CHAHNG•AHN] Capital of China during the Tang dynasty, now called Xian. 34°N 108°E (pp. 240, 241, 246, 408, 409, 411, 416, 439)

**Chang Jiang** [CHAHNG JYAHNG] River in China, third-longest in the world; formerly called the Yangtze River. 30°N 117°E (pp. 225, 226, 230, 241, 246, 409, 411, 424, 425, 431, 439)

**Charles Town** City in southeastern South Carolina, now called Charleston. 33°N 80°W (pp. 694, 695)

**Chernigov** [chehr•NEE•guhf] Principality in the Kievan Rus. 51°N 31°E (p. 548)

**Chichén Itzá** [chee•CHEHN eet•SAH] Most important city of the Mayan peoples, located in the northern part of the Yucatán Peninsula. 20°N 88°W (p. 575)

**China** Country in East Asia, world's largest by population; now called the People's Republic of China. 37°N 93°E (pp. R3, R5, R22–23, 109, 198, 225, 226, 230, 241, 246, 409, 411, 416, 424, 425, 431, 433, 439, 554, 658, 662, 667)

**Chittagong** [CHIH•tuh•GAHNG] Port city in southeastern Bangladesh. 22°N 90°E (pp. 433, 554)

**Clermont** City in central France. 45°N 3°E (pp. 534, 542, 544)

**Cologne** [kuh•LOHN] City in west central Germany on the Rhine River. 50°N 6°E (p. 542)

**Congo River** River in Central Africa. 2°S 17°E (p. 469)

**Connecticut** A state in the northeastern United States. 41°N 73°W (p. 694)

**Constantinople** [KAHN•STAN•tuhn•OH•puhl] City built on the site of Byzantium, now known as Istanbul in present-day Turkey. 41°N 29°E (pp. 246, 302, 317, 323, 327, 329, 337, 351, 352, 358, 361, 367, 374, 379, 380, 425, 518, 542, 555)

**Copan** Ancient city of the Mayan people, in northwestern Honduras. 15°N 88°W (p. 575)

**Córdoba** [KAWR•duh•buh] City in southern Spain. 37°N 4°W (pp. 379, 380, 555)

**Corinth** City of ancient Greece, southwest of the modern city of Corinth. 37°N 22°E (pp. 117, 144, 269, 274)

**Corsica** Island in the Mediterranean Sea. 42°N 8°E (pp. R5, R16, 121, 263, 269, 274, 293, 329, 337, 538, 555, 609, 653)

**Costa Rica** [KAHS•tuh REE•kuh] Republic in southern Central America. 11°N 85°W (p. R2)

**Crécy** [kray•SEE] Site in France of battle in which England defeated France in 1346. 50°N 48°E (pp. 557, 561)

**Crete** [KREET] Greek island southeast of mainland in the southern Aegean Sea. 35°N 24°E (pp. R17, 116, 117, 121, 132, 134, 149, 179, 189, 269, 274, 293, 329, 337, 385, 542, 548, 555)

**Crimea** Peninsula in southeastern Ukraine. 45°N 33°E (p. 548)

**Cuba** Island country in the West Indies. 22°N 79°W (pp. R2, R4, 662)

**Cuzco** [KOOS•koh] City in southern Peru. 13°S 71°W (pp. 572, 577, 582, 593, 603)

**Cyprus** [SY•pruhls] Island country in the eastern Mediterranean Sea, south of Turkey. 35°N 31°E (pp. R3, R5, R17, 62, 90, 121, 132, 179, 189, 269, 274, 293, 329, 385, 542)

**Damascus** [duh•MAS•kuhs] Capital of Syria. 34°N 36°E (pp. 90, 105, 246, 352, 361, 374, 380, 383, 385, 397)

**Danube** [DAN•yoob] **River** Second-longest river in Europe. 43°N 24°E (pp. R5, 176, 269, 274, 293, 297, 323, 329, 337, 383, 385, 397, 425, 513, 514, 516, 538, 555)

**Danzig** City in northern Poland. 54°N 18°E (p. 555)

**Dead Sea** Salt lake in southwestern Asia, bounded by Israel, the West Bank, and Jordan. 31°N 35°E (pp. R5, 17, 39, 75, 90, 105)

**Deccan Plateau** Region in India. 19°N 76°E (pp. R5, 195, 198)

**Delhi** [DEH•lee] City in northern India. 28°N 76°E (pp. R3, 379)

**Delos** [DEE•LAHS] Greek island in the southern Aegean Sea. 37°N 25°E (pp. 138, 144)

**Delphi** [DEHL•fy] Ancient Greek town and site of Temple of Apollo. 38°N 22°E (p. 117)

**Denmark** Scandinavian country in northwestern Europe. 56°N 8°E (pp. R3, 639, 645, 688)

## E

**East Africa** Region in east Central Africa comprised of Burundi, Kenya, Rwanda, Somalia, Tanzania, and Uganda. 5°N 35°E (pp. R3, R5, R20, R21, 246)

**East China Sea** Arm of the northwestern Pacific Ocean between the eastern coast of China and the Ryukyu Islands, bounded by the Yellow Sea and Taiwan. 30°N 125°E (pp. R5, 225, 226, 230, 241, 251, 409, 411, 425, 439)

**Eastern Desert** Arid region in eastern Egypt, also called the Arabian Desert. 22°N 45°E (pp. 39, 75)

**East Sea** Arm of the Pacific Ocean, lying between Japan and the Asian mainland; also called the Sea of Japan. 40°N 132°E (pp. R5, 225, 485)

**Ebro River** River in northeastern Spain, emptying into the Mediterranean Sea. 42°N 2°W (p. 516)

**Edinburgh** Capital city of Scotland. 55°N 3°W (p. 555)

**Edo** [EH•doh] Village in Japan where the Sumida River joins Tokyo Bay, site of present-day Tokyo. 35°N 140°E (pp. 485, 507)

**Egypt** Country in North Africa on the Mediterranean Sea. 26°N 27°E (pp. R3, 17, 28, 39, 62, 70, 75, 121, 132, 176, 246, 286, 293, 297, 302, 317, 327, 329, 352, 361, 367, 374, 380, 383, 385, 397, 448, 452, 479)

**England** Part of the island of Great Britain lying east of Wales and south of Scotland. 51°N 1°W (pp. R2–3, R4–5, R16, 518, 522, 534, 538, 542, 544, 639, 645, 662)

## English Channel • Hudson Bay

**English Channel** Narrow sea separating France and Great Britain. 49°N 3°W (p. 557)

**Equator** An imaginary circle that divides the earth into the Northern Hemisphere and the Southern Hemisphere; latitude of any single point on the Equator is 0°. (pp. R2, R3, R4, R5, 33, 425, 433, 445, 452, 463, 469, 479, 554, 565, 577, 667)

**Eridu** [EH-rih-doo] Ancient settlement in Mesopotamia. 31°N 46°E (p. 17)

**Estonia** [eh-STOH-nee-uh] Republic in northeastern Europe, one of the Baltic states. 59°N 25°E (p. 548)

**Ethiopia** [EE-thee-OH-ppee-uh] Country in East Africa north of Somalia and Kenya. 8°N 38°E (pp. 452, 479)

**Etruria** [ih-TRUR-ee-uh] Ancient region on the Italian peninsula that was home to the Etruscans; area is now called Tuscany. 30°N 46°E (p. 263)

**Euphrates** [yu-FRAY-teez] **River** River in southwestern Asia that flows through Syria and Iraq and joins the Tigris River near the Persian Gulf. 36°N 40°E (pp. 17, 109, 121, 132, 176, 179, 189, 246, 255, 293, 297, 329, 374, 380, 383, 397)

**Europe** One of the world's seven continents, sharing a landmass with Asia. 50°N 15°E (pp. R3, R5, R16–17, 13, 28, 33, 109, 255, 473, 565, 573, 658, 662, 668, 695)

## F

**Fertile Crescent** Region in the Middle East that reaches from Israel to the Persian Gulf, including the Tigris and Euphrates Rivers. 34°N 45°E (p. 17)

**Florence** City in the Tuscany region of central Italy at the foot of the Apennines. 43°N 11°E (pp. 555, 608, 609, 639, 653, 670)

**Florida** State in the southeastern United States bordered by Alabama, Georgia, the Atlantic Ocean, and the Gulf of Mexico. 30°N 84°W (p. 691)

**Formigny** [FAWR-mee-NYUH] Site in northern France of a French victory during the Hundred Years' War. 49°N 0°W (pp. 557, 561)

**France** Third-largest country in Europe, located south of Great Britain. 47°N 1°E (pp. R2–3, R4–5, R16, 380, 385, 518, 522, 534, 538, 542, 544, 548, 639, 645, 662)

**Frankfurt** Port city in west central Germany on the Main River. 50°N 8°E (pp. 555, 688, 703)

## G

**Galilee** [GA•luh•LEE] Region of ancient Palestine, now part of northern Israel, between the Jordan River and the Sea of Galilee. 32°N 35°E (pp. 352, 361, 367)

**Ganges** [GAN•JEEZ] **Plain** Flat, fertile area around the Ganges River. 24°N 89°E (pp. 195, 198)

**Ganges** [GAN•JEEZ] **River** River in India that flows from the Himalaya to the Bay of Bengal. 24°N 89°E (pp. R3, R5, R22, 193, 195, 198, 210, 213, 219, 246, 409, 424, 667)

**Gaugamela** [GAW•guh•MEE•luh] Area near Babylon and the Tigris River, site of famous battle in 331 B.C. 36°N 44°E (pp. 174, 176)

**Gaul** Ancient Roman name for the area now known as France. 45°N 3°E (pp. 274, 277, 286, 293, 297, 302, 317, 323, 352, 358, 361)

**Geneva** [juh•NEE•vuh] City in western Switzerland. 46°N 6°E (p. 633)

**Genoa** City and seaport in northwestern Italy. 44°N 9°E (pp. 542, 548, 555, 608, 609, 639, 653)

**Germany** Western European country south of Denmark. 51°N 10°E (pp. R3, 518)

**Ghana** [GAH•nuh] Country in West Africa on the Gulf of Guinea. 8°N 2°W (pp. R2, 448, 451)

**Giza** City in northern Egypt and site of the Great Pyramid. 29°N 31°E (pp. 17, 39, 47, 62, 75)

**Gobi** [GOH•bee] Vast desert covering parts of Mongolia and China. 43°N 103°E (pp. R5, 109, 225, 246, 409, 411, 425, 431, 439)

**Gomel** Port city in southeastern Belarus on the Sozh River. 52°N 31°E (p. 548)

**Granada** [gruh•NAH•duh] Province on the southern coast of Spain. 37°N 3°W (pp. 380, 394, 553)

**Great Rift Valley** Depression extending from Syria to Mozambique. 5°S 35°E (p. 445)

**Great Wall** Wall built in the 200s B.C. to protect China's northern border. 338°N 109°E (p. 431)

**Greece** Country in southeastern Europe on the Balkan Peninsula. 39°N 21°E (pp. R3, R5, R17, 117, 121, 124, 132, 134, 138, 149, 154, 176, 263, 268, 269, 274, 277, 286, 292, 293, 297, 302, 317, 323, 351, 352, 358, 361, 367, 385)

**Guangzhou** [GWAHNG•JOH] Port city in southern China on the Chang Jiang. 23°N 113°W (pp. R3, 246, 409, 411, 425, 431, 439)

**Gulf of Mexico** Gulf on part of the southern coast of the United States. 25°N 94°W (pp. R2, R4, 565, 575, 590, 663, 691)

## H

**Hadrian's Wall** Ancient Roman stone wall built to protect the northern boundary of Roman Britain. 55°N 3°W (pp. 293, 297)

**Hainan** [HY•NAHN] Province in southeastern China and island in the South China Sea. 32°N 120°E (pp. R5, 225)

**Hamburg** City in north central Germany near the North Sea. 53°N 10°E (p. 548)

**Han** [HAHN] Chinese state along Huang He and Chang Jiang. 33°N 112°E (p. 241)

**Hangzhou** [HAHNG•JOH] Port city in southeastern China, capital during the Song dynasty. 30°N 120°E (pp. 246, 408, 409, 411, 416, 424, 425, 439, 554)

**Harappa** [huh•RA•puh] Ancient city in the Indus River valley in present-day Pakistan. (pp. 194, 198, 219)

**Heian** [HAY•ahn] Ancient capital city of Japan, now called Kyoto. 35°N 135°E (pp. 485, 491, 498, 507)

**Himalaya** [HIH•muh•LAY•uh] Mountain system forming a barrier between India and the rest of Asia. 29°N 85°E (pp. R5, R22–23, 193, 195, 198, 213, 219, 246, 409, 424, 425, 439)

**Hindu Kush** Major mountain system in central Asia. 35°N 68°E (pp. 109, 198, 213, 219)

**Hispaniola** [HIHS•puh•NYOH•luh] Island in the West Indies. 19°N 72°E (pp. R4, 662)

**Hokkaido** [hah•KY•doh] Second-largest island of Japan. 43°N 142°E (pp. R3, R5, 484, 485, 507)

**Holy Roman Empire** Lands in western and central Europe, empire founded by Charlemagne. 52°N 15°E (pp. 512, 522, 534, 538, 542, 544, 639)

**Honshu** [HAHN•shoo] Largest island of Japan, called the mainland. 36°N 138°E (pp. R3, R5, 484, 485, 507)

**Huang He** [HWAHNG HUH] Second-longest river in China, formerly called the Yellow River. 35°N 113°E (pp. 225, 226, 230, 241, 246, 409, 411, 424, 425, 439)

**Hudson Bay** Large inland sea in Canada. 60°N 85°W (pp. R2, R4, 565, 590, 662, 691)

**Hungary** Eastern European country south of Slovakia. 46°N 17°E (pp. R3, R16, 518, 538, 548, 639, 688, 703)

**I**

**India** South Asian country south of China and Nepal. 23°N 77°E (pp. R3, R5, R22, 109, 193, 194, 195, 198, 210, 213, 219, 246, 380, 383, 409, 425, 433, 435, 554, 662, 658, 667)

**Indian Ocean** Third-largest ocean. 10°S 70°E (pp. R3, R5, 13, 109, 195, 198, 210, 213, 425, 433, 452, 463, 469, 479, 554, 565, 662)

**Indonesia** [ih-nuh-duh•NEE•zhuh] Island republic in Southeast Asia, consisting of most of the Malay Archipelago. 40°S 118°E (pp. R3, R5, R23)

**Indus** [ih-nuh-duhs] **River** River in Asia that begins in Tibet and flows through Pakistan to the Arabian Sea. 27°N 68°E (pp. R3, R5, 109, 176, 193, 195, 198, 210, 213, 219, 246, 380, 383, 409, 424, 425, 565)

**Ionian** [eye•OH•nee•uhn] **Sea** Arm of the Mediterranean Sea separating Greece and Albania from Italy and Sicily. 38°N 18°E (pp. 117, 144, 149, 263)

**Iran** Southwest Asian country on the eastern shore of the Persian Gulf, formerly called Persia. 31°N 53°E (pp. R3, R19, 176, 198)

**Iraq** Country in southwestern Asia at the northern tip of the Persian Gulf. 32°N 42°E (pp. R3, R18–19, R22, 176)

**Ireland** Island west of Great Britain occupied by the Republic of Ireland and Northern Ireland. 54°N 8°W (pp. R2, R4, R16, 518, 538, 645)

**Israel** Southwest Asian country south of Lebanon. 32°N 34°E (pp. R3, R18, 1, 90, 105, 176)

**Issus** Ancient town of Asia Minor located north of the Syrian border. 37°N 36°E (p. 176)

**Italy** Southern European country south of Switzerland and east of France. 43°N 11°E (pp. R3, R5, R16, 121, 262, 263, 268, 269, 274, 277, 286, 292, 293, 297, 302, 317, 323, 327, 329, 337, 342, 351, 352, 358, 361, 367, 385, 516, 518, 522, 542, 609, 645, 653, 688)

**J**

**Jamestown** First permanent English settlement in North America, in southeast Virginia. 37°N 77°W (p. 691)

**Japan** Chain of islands in the northern Pacific Ocean. 36°N 133°E (pp. R3, R5, R23, 225, 409, 425, 484, 485, 491, 498, 507, 662)

**Java** Island of the Malay Archipelago in southern Indonesia. 8°S 111°E (pp. R3, R5, R23, R24, 425, 554)

**Jeddah** City in western Saudi Arabia. 21°N 39°E (p. 433)

**Jericho** Oldest Neolithic community, in the West Bank between Israel and Jordan. 25°N 27°E (p. 8)

**Jerusalem** [juh•ROO•suh•luhm] Capital of Israel and a holy city for Christians, Jews, and Muslims. 31°N 35°E (pp. 17, 28, 80, 86, 90, 93, 105, 132, 329, 342, 351, 352, 358, 361, 367, 374, 380, 383, 385, 397, 534, 542, 544)

**Jordan** **River** River flowing from Lebanon and Syria to the Dead Sea. 30°N 38°E (pp. 17, 90, 105)

**Judea** [ju•DEE•uh] Territory in southwest Asia and a region of historic Palestine. 31°N 35°E (pp. 342, 352, 361, 367)

**Judah** [JOO•duh] Southern kingdom of ancient Hebrews in Canaan, renamed Palestine. 25°N 49°E (pp. 90, 105)

**K**

**Kamakura** [kah•MAH•kuh•RAH] City in Japan, former location of the Shogun military government. 35°N 139°E (pp. 485, 491)

**Karakorum** [KAR•uh•KOHR•uhm] Capital of the Mongol Empire during most of the 1200s. 47°N 102°E (pp. 423, 424, 425)

**Kathmandu** [KAT•MAN•DOO] Capital of Nepal. 27°N 85°E (p. 210)

**Khanbaliq** [KAHN•buh•LEEK] Capital of Kublai Khan's Mongol Empire, now called Beijing. 40°N 116°E (pp. 423, 425)

**Khyber Pass** Mountain pass in western Asia connecting Afghanistan and Pakistan. 34°N 71°E (p. 194)

**Kiev** [KEE•ehf] Capital of Ukraine, on the Dnieper River. 50°N 30°E (pp. R3, 425, 534, 548, 555)

**Kievan Rus** State made of small territories around Kiev, destroyed by Mongols in 1240. 50°N 30°E (p. 538)

**Knossos** [NAH•suhs] Ancient city on Crete. 35°N 24°E (pp. 116, 117, 149)

**Korea** Peninsula in eastern Asia, divided into the Democratic People's Republic of Korea (North Korea) and the Republic of Korea. 38°N 127°E (pp. R3, R5, R23, 225, 409, 411, 484, 491, 498)

**Kunlun Shan** Major mountain system in western China. 35°N 83°E (p. 225)

**Kush** [KUHSH] Ancient region in present-day Sudan, formerly called Nubia. 21°N 33°E (p. 70)

**Kyoto** [kee•OH•toh] Ancient capital of Japan, formerly called Heian. 35°N 135°E (pp. 485, 491, 498, 507)

**Kyushu** [kee•OO•shoo] One of the four major islands of Japan. 33°N 131°E (pp. R3, 484, 485, 507)

**L**

**Latium** [LAY•shee•uhm] Region in west central Italy. 42°N 12°E (p. 263)

**Lebanon** [LEH•buh•nuhn] Southwest Asian country on the eastern coast of the Mediterranean Sea. 34°N 34°E (pp. R3, 176)

**Leon** Historic region and former kingdom in Spain. 41°N 5°W (p. 538)

**Libya** [LIH•bee•uh] North African country west of Egypt. 28°N 15°E (pp. R3, 176)

**Lisbon** [LIHZ•buhn] Capital of Portugal. 39°N 9°W (p. 555)

**London** Capital of the United Kingdom, on the Thames River in southeastern England. 52°N 0° (pp. R2, 518, 542, 553, 555, 557, 561, 633, 642, 670, 680, 703)

**Luoyang** [luh•WOH•YAHNG] City in northern China on the Huang He. 34°N 112°E (pp. 224, 230, 246, 251, 409, 439)

**M**

**Macao** [muh•KOW] Region on the southeastern coast of China. 22°N 113°E (pp. 430, 667)

**Macedonia** [MA•suh•DOH•nee•uh] Country in southeastern Europe on the Balkan Peninsula. 41°N 22°E (pp. 117, 174, 176, 269, 274)

**Machu Picchu** [MAH•choo PEE•choo] Incan settlement in the Andes northwest of Cuzco, Peru. 13°S 72°W (p. 577)

**Madagascar** [MA•duh•GAS•kuhr] Island in the Indian Ocean off the southeastern coast of Africa. 18°S 43°E (pp. R3, R5, R21, 445, 479)

**Madinah** [mah•DEE•nuh] Holy Muslim city in western Saudi Arabia. 24°N 39°E (pp. 372, 380, 383, 385, 397)

**Makkah** [MAH•kuh] Holy city of Muslims, also known as Mecca, in western Saudi Arabia. 21°N 39°E (pp. 372, 374, 380, 383, 385, 397, 425, 433, 448, 452, 554)

## Mali • Ottoman Empire

**Mali** [MAH•lee] Republic in northwestern Africa. 15°N 0°W (p. 451)

**Marathon** Village of ancient Greece northeast of Athens. (p. 134)

**Marseille** [mahr•SAY] City in southern France. 43°N 5°E (pp. 542, 555)

**Massachusetts** State in the northeastern United States. 42°N 72°W (p. 694)

**Massalia** [muh•SAH•lee•uh] Ancient Greek colony on the site of present-day Marseille. 44°N 3°E (p. 293)

**Mediterranean Sea** Inland sea of Europe, Asia, and Africa. 36°N 13°E (pp. R3, R5, 17, 28, 39, 62, 70, 75, 90, 105, 109, 117, 121, 132, 144, 149, 176, 179, 189, 263, 269, 274, 292, 293, 297, 323, 329, 337, 352, 361, 367, 374, 380, 383, 385, 397, 425, 445, 452, 463, 479, 513, 514, 518, 538, 542, 548, 555, 609, 639, 645, 653, 703)

**Mekong** [MAY•KAWNG] **River** River in southeastern Asia that begins in Tibet and empties into the South China Sea. 18°N 104°E (pp. 246, 409, 411, 424, 439, 667)

**Memphis** Ancient capital of Egypt. 29°N 31°E (pp. 38, 39, 47, 59, 62, 70, 75, 80)

**Meroë** [MEHR•oh•ee] Capital city of Kush. 7°N 93°E (pp. 68, 70, 452)

**Mesa Verde** National park in southwestern Colorado containing artifacts and cliff dwellings from the Anasazi. 37°N 108°W (p. 578)

**Mesoamerica** [MEH•zoh•uh•MEHR•ih•kuh] Ancient region including present-day Mexico and most of Central America. 10°N 92°W (p. 575)

**Mesopotamia** [MEH•suh•puh•TAY•mee•uh] Early center of civilization, in the area of modern Iraq and eastern Syria between the Tigris and Euphrates Rivers. 34°N 13°E (pp. 17, 28, 132, 380)

**Mexico** North American country south of the United States. 24°N 104°W (pp. R2, 575, 662)

**Mexico City** Capital of Mexico. 19°N 99°W (pp. R2, 658, 662, 663)

**Milan** City in northern Italy. 45°N 9°E (pp. 548, 555, 609, 639, 653, 688, 703)

**Mississippi River** Large river system in the United States that flows southward into the Gulf of Mexico. 32°N 92°W (pp. R2, R4, 590, 663)

**Mogadishu** [MAH•guh•DIH•shoo] Capital of Somalia. 2°N 45°E (pp. R3, 433, 452, 460, 479)

**Mohenjo-Daro** [moh•HEHN•joh DAHR•oh] Ancient settlement in the Indus Valley. 27°N 68°E (pp. 198, 219)

**Moluccas** [muh•LUH•kuhz] Group of islands in Indonesia, formerly called the Spice Islands. 2°S 128°E (pp. R5, 662, 667)

**Mombasa** City and seaport of Kenya. 4°S 39°E (pp. 433, 452)

**Mongolia** [mahn•GOH•lee•uh] Country in Asia between Russia and China. 46°N 100°E (pp. R3, 225, 409, 425, 431, 439)

**Morocco** [muh•RAH•koh] North African country on the Mediterranean Sea and the Atlantic Ocean. 32°N 7°W (pp. R20, R21, 380, 473, 479)

**Moscow** [MAHS•koh] Capital of Russia. 55°N 37°E (pp. R3, 425, 540)

**Mount Everest** Highest mountain in the world, located in the Himalaya between Nepal and Tibet. 28°N 86°E (pp. 193, 195)

**Mount Fuji** Highest mountain in Japan. 35°N 138°E (pp. 485, 507)

**Mount Olympus** [uh•LIHM•puhs] Highest mountain in Greece on the border between Thessaly and Macedonia. 41°N 23°E (p. 117)

**Mount Sinai** [SY•NY] Part of a rocky mass on the Sinai Peninsula of northeastern Egypt. 29°N 33°E (p. 90)

**Mycenae** [my•SEE•neel] Ancient city in Greece. 37°N 22°E (pp. 116, 117, 149)

**Nile River** World's longest river flowing north from the heart of Africa to the Mediterranean Sea. 27°N 31°E (pp. R3, R5, R20, R21, 38, 39, 47, 59, 62, 68, 70, 75, 109, 121, 132, 176, 179, 189, 246, 269, 293, 297, 329, 374, 383, 385, 397, 425, 445, 452)

**Nineveh** [NIH•nuh•vuh] Ancient capital of Assyria, on the Tigris River. 26°N 43°E (pp. 17, 26, 132)

**Ningxia** [NIHNG•shee•AH] Region in northwestern China. 37°N 106°E (p. 424)

**Normandy** Region and former province of France, bordering the English Channel. 49°N 2°E (p. 518)

**North America** Continent in the northern part of the Western Hemisphere between the Atlantic and Pacific Oceans. 45°N 100°W (pp. R2, R4, R6–11, 13, 565, 573, 590, 658, 662, 663, 668, 691)

**North Sea** Arm of the Atlantic Ocean between Europe and the eastern coast of Great Britain. 56°N 3°E (pp. R16, 293, 513, 514, 518, 538, 542, 548, 555, 639, 645)

**Norway** Northern European country on the Scandinavian peninsula. 63°N 11°E (pp. R3, R16, 538, 639, 645)

**Novgorod** [NAHV•guh•RAHD] City in western Russia. 58°N 31°E (p. 540)

**Nubia** [NOO•bee•uh] Region in present-day Sudan on the Nile River, later known as Kush. 21°N 33°E (p. 39)

**Nuremburg** City in south central Germany. 49°N 11°E (p. 555)

## N

**Nanjing** [NAHN•JIHNG] City in eastern China, capital during the Ming dynasty. 32°N 118°E (pp. 430, 431, 433)

**Napata** [NA•puh•tuh] Ancient capital of Kush. 18°N 32°E (pp. 68, 70)

**Naples** City in southern Italy. 40°N 14°E (pp. 555, 609, 639, 653)

**Nara** The first permanent capital of Japan, near Osaka. 34°N 135°E (pp. 485, 491, 507)

**Navarre** [nuh•VAHR] Former kingdom in southern France and northern Spain. 42°N 1°W (p. 538)

**Nazareth** [NA•zuh•ruhth] Ancient town near Galilee, now in northern Israel. 32°N 35°E (pp. 352, 361, 367)

**Nepal** [nuh•PAWL] Mountain country between India and China. 28°N 83°E (pp. R3, 198, 202)

**Netherlands** [NEH•thuhr•luhnz] Country in northwestern Europe. 53°N 3°E (pp. R2–3, R4–5, R16, 639, 645, 662)

**New Carthage** City and seaport in southern Spain on the Mediterranean Sea also called Cartagena. 38°N 1°W (pp. 269, 274)

## O

**Oder River** River in north central Europe, emptying into the Baltic Sea. 52°N 14°E (p. 513)

**Olympia** Site of the ancient Olympic Games in Greece. 38°N 22°E (pp. 125, 154)

**Oman** [oh•MAHN] Country on the Arabian Sea and the Gulf of Oman. 20°N 57°E (pp. R3, R5, R19, 198)

**Orléans** [awr•lay•AHN] City in north central France. 47°N 1°E (pp. 553, 557, 561)

**Osaka** [oh•SAH•kuh] City and port in Japan. 34°N 135°E (pp. R3, 507)

**Ostia** [AHS•tee•uh] Ancient city of Italy in Latium at the mouth of the Tiber River. 44°N 10°E (p. 293)

**Ottoman Empire** Turkish empire from the late 1200s in Asia Minor, spreading throughout the Middle East. 45°N 25°E (pp. 639, 645)

**P**

**Pacific Ocean** The largest and deepest of the world's four oceans, covering more than a third of the earth's surface. 0° 170°W (pp. R2–3, R4–5, R6–10, R12, R15, 13, 225, 409, 425, 426, 433, 485)

**Pakistan** [PA•kih•stan] Officially the Islamic Republic of Pakistan, a republic in South Asia, marking the area where South Asia converges with southwest Asia. 28°N 67°E (pp. R3, 176, 198)

**Palestine** A historic region, situated on the eastern coast of the Mediterranean Sea. 31°N 35°E (pp. 286, 293, 297, 302, 327, 383, 397, 534, 542)

**Papal States** A territory in Italy formerly under direct temporal rule of the pope. 43°N 13°E (pp. 538, 639)

**Paris** Capital of France. 49°N 2°E (pp. 516, 518, 542, 555, 557, 633, 642)

**Pataliputra** [PAH•tuhl•lih•POO•truh] Capital of the Mauryan empire in India. 24°N 86°E (pp. 209, 210, 246)

**Peloponnesus** [PEH•luh•puh•NEE•suhs] A peninsula in southern Greece. 37°N 22°E (pp. 117, 124, 125, 144)

**Pergamum** [PUHR•guh•muhm] An ancient city of northwest Asia Minor in Mysia, now Turkey. 39°N 28°E (pp. 179, 189)

**Persepolis** Ancient capital of Persian empire, now in ruins. 30°N 53°E (pp. 132, 176, 374)

**Persia** The conventional European designation of the country now known as Iran. 32°N 55°E (pp. 132, 144, 176, 246, 374, 380, 383, 385, 397, 425, 554)

**Persian Gulf** An arm of the Arabian Sea in southwestern Asia, between the Arabian Peninsula on the southwest and Iran on the northeast. 27°N 50°E (pp. R19, 17, 109, 132, 176, 374, 380, 383, 385, 397, 448, 452, 554, 565)

**Philadelphia** City in eastern Pennsylvania on the Delaware River. 40°N 75°W (pp. 690, 691, 694, 695)

**Philippines** [FIH•luh•PEENZ] Island country in the Pacific Ocean southeast of China. 14°N 125°E (pp. R3, R5, 662, 667)

**Pisa** City in central Italy. 43°N 10°E (pp. 542, 609, 653)

**Plataea** [pluh•TEE•uh] Ancient city of Greece. 39°N 22°E (p. 134)

**Plateau of Tibet** [tuh•BEHT] World's highest plateau region, bordered by the Himalaya, Pamirs, and Karakoram mountain ranges. (p. 225)

**Plymouth** Town in eastern Massachusetts, first successful English colony in New England. 42°N 71°W (pp. 663, 691)

**Poland** Country in central Europe. 52°N 17°E (pp. R3, R16–17, 538, 639, 645, 688)

**Po River** River in northern Italy, the longest in the country. 45°N 11°E (pp. 263, 274, 513, 514, 653, 688)

**Portugal** A long narrow country on Atlantic Ocean, sharing the Iberian Peninsula with Spain. 38°N 8°W (pp. R2, 639, 645, 662)

**Posen** City in western Poland. 52°N 17°E (p. 548)

**Prayagal** City in central India, part of the Mauryan empire, 321 B.C. 26°N 81°E (p. 210)

**Prussia** [PRUH•shuh] Former kingdom and state of Germany. (p. 538)

**Puteoli** [pyu•TEE•uh•ly] Port city on the Bay of Naples. 42°N 14°E (p. 293)

**Pyrenees** Mountain range in southwestern Europe, extending from the Bay of Biscay to the Mediterranean Sea. 43°N 0°E (pp. 269, 274, 513, 514, 516)

**Q**

**Qin** [CHIHN] Chinese state along Huang He and Chang Jiang. 33°N 112°E (p. 241)

**Quanzhou** [chuh•WAHN•JOH] City in southeastern China. 25°N 111°E (pp. 431, 433)

**Quebec** [kih•BEHK] Capital city of Quebec Province, Canada, on the St. Lawrence River. 47°N 71°W (pp. 663, 691)

**R**

**Red Sea** Narrow, inland sea, separating the Arabian Peninsula, western Asia, from northeastern Africa. 23°N 37°E (pp. R3, R5, R18–19, R20, R21, 28, 70, 121, 132, 179, 246, 293, 329, 352, 361, 367, 374, 383, 385, 397, 425, 433, 445, 448, 554)

**Rhine** [RYN] **River** One of the principal rivers of Europe, rising in eastern Switzerland. 50°N 7°E (pp. 293, 513, 514, 538, 542, 688)

**Rhodes** Island in the Aegean Sea. 36°N 28°E (pp. 269, 274)

**Rhône River** River of southeastern France. 44°N 4°E (pp. 557, 561)

**Rio Grande** [REE•oh GRAND] River that forms part of the boundary between the United States and Mexico. 30°N 103°W (pp. R2, R4, 590, 663)

**Rocky Mountains** Mountain system in western North America. 50°N 114°W (pp. R4, 590)

**Rome** Capital of Italy. 41°N 12°E (pp. R3, 262, 263, 268, 269, 274, 277, 286, 292, 293, 297, 302, 317, 323, 327, 329, 337, 342, 351, 352, 358, 361, 367, 514, 516, 518, 522, 534, 542, 548, 555, 608, 609, 633, 642, 645, 653, 670, 703)

**Russia** Independent republic in Eastern Europe and northern Asia, the world's largest country by area. 61°N 60°E (pp. R3, R17, 645)

**S**

**Sahara** [suh•HAR•uh] Desert region in northern Africa that is the largest hot desert in the world. 23°N 1°W (pp. R5, R20, R21, 70, 374, 445, 448, 449, 479)

**St. Augustine** City in northeastern Florida on the Atlantic coast; oldest permanent existing European settlement in North America. 30°N 81°W (p. 663)

**St. Petersburg** Second-largest city and largest seaport in Russia, located in the northwestern part of the country. 59°N 30°E (p. R3)

**Salamis** [SA•luh•muhs] Island in eastern Greece in the Gulf of Saronikós. 37°N 23°E (p. 134)

**Salonica** City and port in northeastern Greece. 40°N 23°E (p. 548)

**Samarkand** Capital of Samarkand Oblast, central Uzbekistan. 39°N 67°E (pp. 424, 425, 554)

**Samaria** Ancient city and state in Palestine, located north of present-day Jerusalem east of the Mediterranean Sea. 32°N 35°E (pp. 86, 90, 105)

**Santa Fe** Capital of New Mexico located in the north central part of the state. 36°N 106°W (p. 663)

**Sardinia** Island off western Italy, in the Mediterranean Sea. 40°N 9°E (pp. R5, 263, 269, 274, 293, 329, 337, 538, 555, 609, 653)

**Sardis** Ancient city of Asia Minor, now in Turkey. 38°N 28°E (pp. 132, 134)

**Saudi Arabia** [SOW•dee uh•RAY•bee•uh] Monarchy in southwestern Asia, occupying most of the Arabian Peninsula. 22°N 46°E (pp. R3, R18–19, 176)

**Savoy** Former duchy lying between Italy and France. 43°N 21°E (p. 639)

**Scandinavia** Consists of Norway, Sweden, and Denmark in northern Europe. 62°N 14°E (pp. 512, 544)

## Scotland • Ur

**Scotland** One of the four countries that make up the United Kingdom, the mainland occupies the northern part of Great Britain. 57°N 5°W (pp. R16, 518, 538, 639, 645)

**Sea of Japan** Arm of the Pacific Ocean lying between Japan and the Asian mainland; also called the East Sea. 40°N 132°E (pp. R5, R23, 225, 485)

**Seine [SAYN] River** River in northern France. 48°N 4°E (pp. 513, 514, 516, 518, 557, 561)

**Seleucia** [suh•LOO•shee•uh] Kingdom extending eastward from Asia Minor into what is now Pakistan. 36°N 36°E (pp. 179, 189)

**Shikoku** [shih•KOH•koo] One of the four largest islands of Japan. 33°N 133°E (pp. 484, 485, 507)

**Siberia** Large region consisting of the Asian portion of Russia as well as northern Kazakhstan. 57°N 97°E (pp. R5, R23, 425)

**Sicily** [SIH•suh•lee] Largest island in the Mediterranean Sea off the coast of southern Italy. 37°N 13°E (pp. R5, 121, 262, 263, 269, 274, 293, 329, 337, 352, 361, 367, 538, 542, 553, 555, 609, 653)

**Sidon** City and seaport in southwestern Lebanon on the Mediterranean Sea. 33°N 35°E (pp. 17, 90, 105, 293)

**Silk Road** Large network of trade routes stretching from western China to southwest Asia. 34°N 109°E (p. 246)

**Songhai** [SAWNG•HY] Empire located along the Niger River. 13°N 5°E (p. 451)

**South America** Continent in the southern part of the Western Hemisphere lying between the Atlantic and Pacific Oceans. 15°S 60°W (pp. R2, R4, R14, R15, 13, 473, 565, 573, 577, 658, 662)

**South China Sea** Arm of the Pacific Ocean, located off the eastern and southeastern coasts of Asia. 15°N 114°E (pp. R3, R5, 109, 225, 241, 246, 409, 425, 433, 439, 554, 565, 667)

**Spain** Country in southwestern Europe. 40°N 4°W (pp. R2–3, R16, 268, 269, 277, 286, 292, 293, 297, 302, 317, 323, 327, 329, 337, 352, 358, 361, 380, 385, 516, 518, 522, 534, 542, 544, 639, 645, 662)

**Sparta** City in ancient Greece and capital of Laconia. 37°N 23°E (pp. 117, 121, 124, 125, 134, 138, 144, 149)

**Sri Lanka** [sree•LAHNG•kuh] Island country in the Indian Ocean south of India, formerly called Ceylon. 8°N 82°E (pp. R3, R5, R22, 198, 202, 433, 667)

**Stockholm** Capital city and seaport of Sweden. 59°N 18°E (p. 555)

**Strait of Gibraltar** Narrow passage connecting the Mediterranean Sea with the Atlantic Ocean. 35°N 5°W (pp. R16, 380, 385)

**Strait of Magellan** Channel between the Atlantic and Pacific Oceans on the southern tip of South America. 52°S 68°W (pp. R2, R4, R14, R15, 662)

**Strait of Messina** Passage separating mainland Italy from the island of Sicily. 38°N 15°E (p. 263)

**Strasbourg** City in eastern France. 48°N 7°E (p. 548)

**Sumatra** Island in western Indonesia. 2°N 99°E (pp. R3, R5, R23, 425, 433, 554, 667)

**Susa** Persian capital, in the region of southern Mesopotamia between the Tigris and Euphrates Rivers. 34°N 48°E (pp. 17, 132, 176)

**Sweden** Northern European country on the eastern side of the Scandinavian peninsula. 60°N 14°E (pp. R3, R16, R17, 538, 688, 703)

**Syracuse** [SIHR•uh•kyooos] The capital of Syracuse Province, on the southeastern coast of the island of Sicily. 37°N 15°E (p. 182)

**Syria** [SIHR•ee•uh] Southwestern Asian country on the east side of the Mediterranean Sea. 35°N 37°E (pp. R3, R18–19, 62, 176, 177, 274, 286, 293, 329, 352, 374, 380, 383, 385)

**Syrian** [SIHR•ee•uhn] Desert Desert of the northern Arabian Peninsula, including northern Saudi Arabia, northeastern Jordan, southeastern Syria, and western Iraq. 32°N 40°E (pp. R18–19, 17, 90, 105)

## T

**Taiwan** [TY•WAHN] Island country off the southeast coast of China, the seat of the Chinese Nationalist government. 23°N 122°E (pp. R3, R5, R23, 225)

**Taklimakan** [TAH•kluh•muh•KAHN] Desert Desert in northwestern China. 40°N 83°E (p. 225)

**Tarsus** City in southern Turkey. 37°N 34°E (pp. 352, 361, 367)

**Tenochtitlán** [tay•NAWCH•teet•LAHN] Aztec city in the Valley of Mexico. 19°N 99°W (pp. 575, 582, 593, 662, 663)

**Teotihuacán** [tay•oh•TEE•wuh•KAHN] Site in central Mexico that in ancient times was one of the largest cities in the world. 19°N 98°W (pp. 572, 575)

**Thar Desert** Desert in northwestern India. 25°W 72°E (p. 219)

**Thebes** [THEEBZ] Ancient city and former capital of Egypt. 25°N 32°E (pp. 28, 39, 59, 62, 70, 75, 132, 479)

**Thermopylae** [thuhr•MAH•puh•lee] Mountain pass in ancient Greece. 38°N 22°E (p. 134)

**Tian** [tee•AHN] Shan Mountain range in central Asia. 45°N 85°E (p. 225)

**Tiber** [TY•buhr] River River in north Italy. 42°N 12°E (pp. 263, 269, 274)

**Tibet** [tuh•BEHT] Country in central Asia. 32°N 83°E (pp. 246, 409, 424, 425, 439, 554)

**Tigris River** River in southeastern Turkey and Iraq that merges with the Euphrates River. 34°N 44°E (pp. 17, 121, 132, 176, 179, 189, 246, 255, 293, 297, 329, 374, 380, 383, 397)

**Timbuktu** [THIM•BUHK•TOO] Trading city of Muslim learning in West Africa. 16°N 3°W (pp. 444, 448, 451, 460, 468, 473, 479)

**Tlaxcala** [tlah•SKAH•luh] State in east central Mexico. 19°N 98°W (p. 575)

**Tokyo** Capital of modern Japan, formerly called Edo. 34°N 131°E (pp. R3, 485, 507)

**Toledo** Historic city in central Spain. 39°N 4°W (p. 555)

**Tours** City in west central France. 47°N 0°E (p. 516)

**Trieste** Seaport in northeastern Italy. 45°N 13°E (p. 548)

**Tripoli** [TRIH•puh•lee] Capital city of Libya. 32°N 13°E (pp. R3, 385, 448, 479)

**Tunis** Capital city of Tunisia. 36°N 10°E (p. 385)

**Turkey** Country in southeastern Europe and western Asia. 38°N 32°E (pp. R3, R22, 176)

**Turkmenistan** [tuhrk•MEH•nuh•STAN] Central Asian country on the Caspian Sea. 40°N 56°E (pp. R3, R22, 176)

**Tyre** [TYR] Town in southern Lebanon on the Mediterranean Sea. 33°N 35°E (pp. 17, 90, 121, 132, 176, 352, 542)

**Tyrrhenian** [tuhr•REE•nee•uhn] Sea Arm of the Mediterranean Sea between Italy and the islands of Corsica, Sardinia, and Sicily. 40°N 12°E (pp. 263, 609, 653)

## U

**Ukraine** [yoo•KRAYN] Eastern European country west of Russia on the Black Sea. 49°N 30°E (pp. R3, R17, 548)

**Ur** Ancient city in Mesopotamia. 32°N 47°E (p. 17)

**Ural Mountains** Mountain chain running from northern Russia southward to the Kirgiz Steppe. 56°N 58°E (p. R5)

**Uruk** Ancient settlement in Mesopotamia on the site of present-day Al Warka, Iraq. 33°N 45°E (p. 17)

**V**

**Venice** City and seaport in northeastern Italy. 45°N 12°E (pp. 522, 542, 548, 555, 608, 609, 653, 703)

**Vistula River** Longest river in Poland. 52°N 20°E (p. 513)

**Volga River** River in western Russia, longest in Europe. 47°N 46°E (pp. R3, R5, 424, 425, 513, 540)

**W**

**Wei He** [WAY HUH] River in central China. 34°N 108°E (pp. 225, 226, 230, 241)

**West Indies** Islands in the Caribbean Sea between North America and South America. 19°N 79°W (p. 473)

**Wittenberg** [WIH-tuhn-BUHRG] City in east central Germany on the Elbe River. 51°N 12°E (pp. 633, 645)

**X**

**Xianyang** [SHYEHN-YAHNG] City in north-central China. 34°N 108°E (p. 241)

**Xi Jiang** [SHEE-JYAHNG] River in southern China. 24°N 110°E (p. 241)

**Y**

**Yathrib** [YA•thruhb] Town in Saudi Arabia, now called Madinah. 24°N 39°E (p. 374)

**Yellow Sea** Arm of the Pacific Ocean bordered by China, North Korea, and South Korea. 35°N 122°E (pp. R5, R23, 225, 226, 230, 241, 424, 431, 485)

**Z**

**Zama** [ZAY•muh] Town in northern Africa southwest of Carthage in present-day northern Tunisia. 35°N 9°E (p. 274)

**Zhou** [JOH] Empire in what is now northern China. 34°N 110°E (p. 230)

# Index

**Aachen • annulment**

*Italicized page numbers refer to illustrations. The following abbreviations are used in the index:*  
*m = map, c = chart, p = photograph or picture, g = graph, crt = cartoon, ptg = painting, q = quote*

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